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# INTERNATIONAL HEALTH EXHIBITION

*HANDBOOKS*

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## ATHLETICS; OR, PHYSICAL EXERCISE AND RECREATION.

PART I.

By REV. E. WARRE, M.A.,  
ETON COLLEGE.

ILLUSTRATED.

PRINTED AND PUBLISHED FOR THE  
Executive Council of the International Health Exhibition,  
and for the Council of the Society of Arts,

BY  
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*and* *International Health Exhibition,* 1884  
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# ATHLETICS;

OR,

## PHYSICAL EXERCISE AND RECREATION

---

*Mens sana in corpore sano.*

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### CHAPTER I.

#### INTRODUCTORY.

Importance of subject to national welfare—Athletics underrated—  
Overrated—True function—Individual—Social—Influence on  
character—Self-control—Fairness—Unselfishness—Good fellow-  
ship—Summary.

IN the motto so happily adopted for the International Health Exhibition, the right end and object of athletics, which we may define as physical exercise and recreation, is tersely and truly expressed. It would be hard to say how much that concerns intimately not only the happiness and usefulness of individual life, but also the good of society, and the future of the race, is involved in the right appreciation of the truth contained in this little form of sound words. They commend that which is as often overlooked by the enthusiastic advocate of intellectual progress as it is neglected by the thoughtless worshipper of physical prowess. They are a standing rebuke to those who would take one side only of human nature under their care, and leave the other to take care of itself.

Importance of  
the subject to  
national  
welfare.

"A sound mind in a sound body!"

OR

"A healthy mind in a healthy body!"

Whichever translation we may prefer, it is plain that not one alone, but both together, should be the care of the educationalist and the legislator. Where the interests of either are overlooked, mischief will sooner or later follow, and though this may not in all cases be recognisable in the individual, it will not long be hidden in the community. Let mental training and culture be neglected, and there will follow in time a lowering of taste and tone, and a retrogression to that more animal type of life which is unlovely and undesirable. There will be less enterprise, less advancement in arts and sciences, less national progress, and, in the end, less national wealth. On the other hand, neglect the conditions of physical well-being, while stimulating mental exertion, and the consequences are certain. The brain overworked, while the other organs of the body are denied their proper exercise, will

“o’er inform the tenement of clay.”

In the end it will have done less work, and have done that work less well, than it would have done if the due proportion of exercise and recreation had been observed and maintained. Nor does the evil in this case end with the individuals whose health and physical development have been thus impaired. The race suffers in consequence. The full results are felt by the children to whom they transmit the feeble health and want of physical vigour, which their own faulty habits of life have engendered in themselves. It is the highest wisdom of all those who, as legislators, or governors, or teachers, are responsible for the education of the youth of the nation, to have due regard to the physical as well as to the intellectual needs of the young.

“The babe unborn the dread intent may rue,”

of those who in their zeal for intellectual improvement put undue pressure upon tender brains, and overtax with sedentary hours and mental application the resources of growing life. Whatever may be the drawbacks and danger incidental to the other extreme it is at least free from this peril. Those



who over-exert themselves in athletics bear their own punishment. They do not inflict any physical disabilities upon the next generation.

It is not, however, the purpose of this handbook to hold a brief for athletic against intellectual exercise, but rather to point out, if it be possible, the means by which athletics may be made the accessories and companions of intellectual progress, of industrious vocations, and business life. Public opinion, in this as in other matters, is apt to oscillate between extremes. At one time we hear athletics vehemently denounced as the enemies of all mental improvement and educational progress. At such a time the unconscious Philistine is scourged and scarified by essayists and writers of leading articles, till the hands that wield the literary lash grow weary of belabouring the tough hide of the incorrigible. Soon the pendulum swings towards the opposite extreme. It is discovered that the world of English-speaking peoples is deeply interested in the result of a trial of speed between two crews on the Thames. New York and San Francisco, Cape Town and Calcutta, and even remote Hong Kong, are anxious to receive by telegraph the important news at the earliest moment. More than a million of human beings flock to see, or to fancy they have seen, the contest. The actors in it are the heroes of the moment; and the leading journal, conforming to the popular bent, devotes column after column of large type to the description of their doings. The whole thing is overdone. It is felt to be overdone; and then the pendulum begins to swing back again. Let us take advantage of the moment, when it has nearly reached the perpendicular, to plead for a right estimation of the value of athletics and to bring them under the limitation of the canon, "*mens sana in corpore sano.*"

The truth is, that it is as easy to underrate as it is to overrate the value of athletics. In judging concerning them, it is necessary in the first place to distinguish between them and the excitement, often fictitious, that is set on foot about them: the betting, the gossip, the inordinate waste of

Athletics  
sometimes  
underrated,  
sometimes  
overrated.

True function of athletics.  
a. Individual.

time in talking about and looking on at games and athletic contests. These are not in any sense athletics, nor do they deserve the name. By athletics we understand the healthy exercise of the physical powers, the necessary pastimes of a manly and vigorous race. Their true function, so far from being antagonistic to intellectual labour and progress, is to be its helpful associate. Rightly used, they are invaluable in this particular respect, and they cannot be discarded without a loss of vigour. They give increase of vital power and physical energy, in which the brain partakes as well as the rest of the body. Many no doubt pursue them unwisely for their own sake; but this does not make them less necessary or less advantageous to those who wisely engage in them for the sake of having a healthy body in which a healthy mind may do its best. Nor is it only by *exercise* that athletics confer physical benefits upon the individual who uses them rightly, but also as *recreation* properly so-called. Human nature requires change for its recreation. "Variety is charming," not only because it is variety, but because continuous effort in one direction produces lassitude, staleness, and decrease of power. By the law of our being change is necessary to prevent exhaustion and to restore vigour to the parts that, having done their share of labour, require the rest that they have fairly earned. Next to food and sleep, which are the great and necessary restoratives of physical power, athletics may claim to have the largest share in the recreation of human life. The man of business and the student alike find in them that variety and change from the regular work of life which refreshes and reinvigorates both mind and body. Each able-bodied individual, if he is wise, provides for himself both exercise and recreation in a way suitable to his age and power, with a view to preserving for himself a sound mind in a sound body.

b. Social.

But athletics have a still wider sphere than the individual. They need not be selfish or solitary. They flourish rather *as social in character*, giving common occupation to men of



imilar needs and tastes, and thereby enhance their value each and to all. They are in this respect of infinite importance to society at large, as providing for the gregarious instincts of human nature in the common pastimes of exercise and recreation. The multitudinous cricket, boating, football, bicycle, lawn-tennis, archery, and other clubs, that are spread like a network over the length and breadth of this land, are of more value to the life of the nation than most people imagine. They afford not only, as some affect to think, the outlet for animal spirits in harmless recreation, but a good deal more than this, viz :—the innumerable opportunities of intercourse between man and man, upon a common ground other than that of the business of workaday life.

The influence that athletics thus exert upon the formation of character is enormous, and, in proportion as they are manly and conducted upon honourable principles, they exercise a power for good which is incalculable. They have always lessons of patience and endurance ready for those who will learn through them the way to success. They teach self-control. They are corrective of vanity. They discipline the temper. In a thousand ways the generous rivalry which is characteristic of wholesome athletics operates to the curbing of the hasty tempers and selfish inclinations of the individuals who take part in them. Even the fact that the circumstances of a game often call forth these frailties, and exhibit them in their unlovely proportions, has the collateral advantage of causing those to be more careful to exercise self-control and self-restraint who condemn in others the faults into which they feel that they themselves are liable to fall under like circumstances. At the same time such reflections tend to make them more tolerant and more ready to make allowances for the infirmities of human nature.

4. Influence upon character.  
Self-control.

Again, the necessary demand for fairness in a game is in itself a condemnation of meanness and trickery in the individual. It fosters the chivalrous and generous element in humanity, and establishes among those who play a conscience

Fairness,



1850

But athletes  
They need n  
as social in c

critical in such matters, which instinctively appeals to the standard of an honourable and upright character.

Unselfishness. It is difficult to say how great an influence for good such a feeling as this exercises insensibly, especially upon the young, in these days of self-seeking, when competition is so severe, and the struggle for self-advancement and self-aggrandisement is so keen and unremitting. To play well for one's side, or for one's club or school, without a thought of self, is a noble ambition, and he who does so sets an example which is felt and appreciated by his fellows, and is widely efficacious for good in others.

Good fellowship. What good fellowship, what trusting friendships are cemented by social athletics! They test a man's real nature, they reveal his temper, and, along with his faults, his good qualities are not hidden. And, accordingly, they knit men together, not only in the bond of common pursuits and common memories of pleasant days and hard-fought struggles, but by the tie of mutual confidence which a thorough mutual knowledge gives to friends who have long played, or rowed together in the course of an athletic career.

We could hardly have better evidence of this than the words of one of Her Majesty's judges,\* distinguished alike as an oarsman and a cricketer: "I feel, when I have rowed with a man, that I know him from head to foot. . . . If I had to lead a forlorn hope, I should like best to have with me some of my old shipmates, some of the steady and trusty men who never failed in the supreme struggle of a University race."

Much more might be said upon this point, but enough has been written to show that we can claim for athletics, rightly used, the honour of ministering to the "*mens sana*" in many ways. They assist the intellect by supplying the best restorative and recreative for the brain, which is the physical seat of the mental energy. They exercise a moral influence upon the character, teaching patience and perseverance, self-control and self-restraint, correcting

\* Mr. Justice Chitty. Speech at University Boat Race Commemoration Dinner, 1881.

vanity and self-sufficiency, and fostering a spirit of fairness and honour, a spirit also of unselfishness akin to patriotism. Nor does their influence stop at the individual. Socially they affect the life of the nation, and are directly of use in maintaining some of its noblest characteristics, moral as well as physical. This is a point to which we shall revert hereafter, believing that the benefits conferred by athletics upon the national life fully justify an appeal for facilities to be given to large classes of our countrymen who now know nothing of the better kinds of athletics, not because they have no leisure time to spare for them, but because either initiative, or place, or means are wanting. If these could be provided, many who now, after working hours are over, stand idling in the streets or sit in the public house, would be doing something better, viz.: maintaining the "*corpus sanum*" by healthy amusement.

The change of employment and the recreation afforded by a regular participation in games would invigorate many a life which now is stunted and enfeebled by the monotony of its existence. We should see a better colour, brighter eyes, a more elastic step, broader chests, and a more vigorous type altogether than is now to be met with in the growing male population of our large towns. Would there not also be a happier tone, less discontent, less misery; yes, and less crime? Or shall we be told that all this depends only upon the rate of wages, and the normal price of food?



## CHAPTER II.

## ANCIENT ATHLETICS.

Term from Greek—Greek idea of education—Gymnastic institutions—  
 Ideal different in different tribes—Olympia—Deterioration of  
 Greek gymnastics—Moral to be drawn—Roman athletics—Sole  
 idea, health—Old and young—More practical than Greek—  
 Deterioration—Effect on Latin races.

Ancient  
 athletics.  
 Term athletic  
 from the  
 Greek.

Greek idea  
 of education.

Gymnastic  
 institutions—  
 ideal different  
 in different  
 tribes.

WE have already described athletics for the purposes of this handbook as "the healthy exercise of the physical powers, the necessary pastimes of a manly and vigorous race." But we are reminded that we are indebted for the term athletics to the Greeks, who were distinguished among the nations of antiquity in considering the education of the body as equally necessary with the training of the mind. The harmonious development of all the faculties and powers by suitable and regular exercise was the conception which at the best period of their history was dominant in their educational system. Hence, in their gymnastic institutions they did not lose sight of the fact that the mind is influenced through the training of the body. The end in view was the satisfaction in the best manner possible of the practical demands of life. And according as the qualities valuable in military or civil life were most in unison with the ideal of the tribe, so did the character of the education, intellectual as well as physical, vary. The Spartan warrior was prepared for a life of painful endurance by an education directed to the hardening of his body and the strengthening of his muscular vigour. The Athenian, whose aim was grace and ease of bearing *and demeanour*, found in his gymnastic exercises all that

would tend to make him lithe and agile in movement, as well as erect and dignified in his general bearing. In the gymnasium and in the palæstra, running and wrestling, and boxing, together with the use of the bow and of the javelin, were the principal exercises of the youth. Contests of skill in these and other exercises followed as soon as the bodily powers had been matured; and any one who was pre-eminent in a particular branch had the chance of contending at the great gathering at Olympia, where once in five years, on the banks of the Alpheus, all Greece assembled to view or to take part in the national games. Great was the glory and the fame of him on whose brows the fresh olive wreath was bound by the judges. Admired of all beholders, honoured by his fellow citizens with many honours, held worthy of a statue by a Phidias, and of a hymn in his praise by a Pindar, he seemed to have reached the highest pinnacle of human success.

There were, however, evil and demoralising elements in Greek civilisation which led to the deterioration of their gymnastic education. By degrees it became professional rather than liberal, its aims were lowered, and the very name of athlete was brought, and not unreasonably brought, into disrepute. Apart from other considerations, it is evident that unless sustained by a high aim and lofty practical ideal the systematic training of the individual is apt to be brought down by selfishness and self-seeking to a lower level. The Greek athletics had not in them the collective element which is of so much value in our modern games, such as football and cricket. They rather exhibited what each individual could do for himself. Hence, as the national life and spirit degenerated, and as liberty faded away, the spirit also of the gymnastic education was debased. The athlete became that which the name implies, a mere competitor for prizes, and was often brutal and coarse, as well as stupid. He belonged to a class that was generally regarded as lazy, overfed, idle, and useless, and so he no longer found a Pindar to praise his victorious contests in *deathless* lyrics, or a Phidias to represent his

Deteriora-  
tion of Greek  
gymnastics.



splendid symmetry in faultless bronze, but was rather the scorn of the philosopher and the butt of the satirist. He is responsible for a certain distasteful savour that clings to the name of athletics, and which even now half disposes us to wish that some other equally comprehensive term could have been employed as the title of a treatise, the object of which is to recommend these healthful exercises to the present and to future generations.

Moral to be  
drawn from  
this.

The moral is, that physical training and physical exercise should not be allowed to assume a selfish or a professional character, except so far as is necessary in the case of those persons who as teachers and trainers are obliged to devote their whole time to the work of instruction, and whose livelihood depends upon the same. The decay of pugilism and of professional rowing, though lamented by some, has in this respect a satisfactory aspect, and is not to be regretted when viewed in the light reflected by the history of Greek athletics. And yet, though there is no doubt that they had fallen away and were by his time far below the best ideal of the palmy days of Greek liberty, it is interesting to find in Lucian, himself a satirist, an apology for athletics in reply to the common invectives of the day. He insists upon their usefulness to young men in giving them some worthier objects of ambition than those which the indolence and effeminacy of the age would set before them, and in training and fostering those qualities and virtues which combine to make the character of the true "gentleman." Thus, though brought into disrepute by the evil habits of a class that lived upon them, the general usefulness of athletics, which could not be destroyed, preserved them as a part of education among the Greeks, even to the times of the later empire.

Roman  
athletics. Sole  
idea, health.

Roman ideas and practice with regard to games and athletic exercises were of a character very different from those of the Greek. To the Roman, the whole question was one of health. It seemed to him a necessary part of a *regular and healthy* mode of life, to take strong exercise

causing perspiration before the daily bath which preceded his afternoon meal.

It was not a practice confined to the young, but was continued as late in life as the bodily powers permitted, and was accounted a duty, as well as a pleasure, even in a green old age. There was not the slightest idea of impropriety, when the consul or grave censor, or even the world-ruling Cæsar himself, sought in the game of ball, or other kinds of gymnastics, an exertion wholesome for both body and mind; and they who omitted such exercises were accused of indolence.\* The famous iawyer and augur Q. Mucius Scævola is said to have been an excellent player at ball. Of all the illustrious men at Rome, Cicero is among the very few exceptions to the rule. Perhaps if he had played regularly, as the others did, he would not have been less illustrious, and might have been less querulous in his misfortunes, less vainglorious, less given to talk about himself, and so have spared us the pain of feeling anything but unmixed admiration for his true greatness and splendid genius. Beside the games at ball, which were of two or three different kinds, and were the favourite and commonest games in use among the Romans, they had a multitude of other exercises, some half military, some more, some less severe, all of which, however, were pursued by their several devotees with the same object, namely, a good perspiration followed by a bath, and a consequent good appetite for dinner. Riding, wrestling, running, leaping, throwing the *discus* or the javelin, were all in vogue. The Campus Martius was the scene of many an athletic contest, where the shouts of the ring (corona) hailed the feats of any doughty champion with tumultuous applause. Even the great Augustus himself, who gradually gave up riding, and even playing at ball, is described as taking his regular walk to and fro in such a way that just before he came to the turning-point he took a run and jumped. His little friend Horace, though obliged sometimes (as well as poor Virgil, who suffered from dyspepsia) to give up his game at ball

Practised by  
old and young.

\* *Vide* Becker's 'Gallus.'



owing to his bad eyes, yet was a regular frequenter of the Campus Martius, and, if we may so infer from his mention of it, an expert in the *trigon* game, in which the ball was caught, and thrown by the left hand between three players.

Such were the games that the Romans themselves practised; and it is noticeable that they speak with unmitigated contempt for the Greek modes of exercise and amusement. They pursued their own in that same business-like and practical spirit which gave them success in other things. At the same time, we may remark that they also lacked the social element which is the characteristic of modern English games. Perhaps they had more of this than the Greeks; but with both the boat-races, to which we shall refer hereafter, seem to be the only athletic contest in which the effort was not that of one individual against another.

More practical than the Greek.

That the Roman ideal in the matter of athletic exercise was not so lofty as that of the Greek must be confessed; but, on the other hand, it was characteristically practical, and the doctrine that it was everybody's duty to get an appetite for dinner in this particular way was, if homely, yet of daily cogency, and well calculated to form regular habits.

Deterioration.

It was only when the infusion of Greek and Oriental corruptions had destroyed the greater simplicity of Roman life, that these energetic daily exercises made way for a more easy and indolent style. The change was not without its effect upon the national character. What would a Cato or even a luxurious Mæcenas have thought of the loose and effeminate habits of the Roman nobility in the degenerate days of the decline and fall? Apart from other influences, the constant spectacle of gladiatorial combats, or of the beasts glutted with human flesh in the amphitheatre, and the horrible pleasure derived from such sights, as they became more and more common, must have gradually engendered habits of thought and feeling alien to those with which a manly and vigorous spirit is sustained; and it is not



wonderful that when these horrors were stamped out by the beneficent influence of Christianity, they left the Roman race and those subject to it in an enervated condition without that daily habit of hard exercise which had been the source of so much personal vigour to the conquerors of the world.

Can it be owing to this that the Latin races in Europe at the present time have so few games in which physical exercise is taken? The old Roman game of ball seems to have a survival in a game which is still played in parts of Italy, and in the French "jeu de paume" (pila palmaria), which was extremely popular in the middle ages. Possibly tennis is also a descendant of the same original stock, though the present form of the game is, if the story be true, due to accidental and originally local causes, just as the Eton fives game owes its peculiarities to the stairs and buttress of the old chapel. But with these exceptions there do not seem to be any games that deserve the name of athletic on the Continent. Gymnastic exercises there are, and military training enough and to spare, but these do not in any way represent ancient athletics, or fulfil the same office as the social games which are the proper pastimes of youth in "merrie England."

Effect on  
Latin races.

## CHAPTER III.

## DEVELOPMENT OF ATHLETICS IN THE INDIVIDUAL.

Craving for exercise in human nature—The infant—Sensorial motion—The growing child—Fidgets—Love of change—Beginning of education—Need of care and discrimination—The whole being to be considered—Boy life only treated of here—Change to school-life—Private school training—Competition—Play and work—Loafers—Athletics of school life—Gymnastics no substitute for games—Certain exercises compulsory—Record to be kept—Punishments—Public school—Mature life—Misuse of athletics—Neglect—Training necessary for any great effort.

1. Athletics : BUT in order to trace the origin of athletics, if that is craving for in germane to our present purpose, we shall have to go human nature. further back than Greece or Rome, or even the still higher antiquity of Egypt. The truth is, that the craving for exercise is a part of healthy human nature. The very cries that the infant utters when it first enters into this world, are the first exercise of the lungs in the expansion and contraction necessary to life. The waving of the tiny hands, and the kicking of the little feet, in seemingly meaningless and aimless motion, are the means whereby the circulation of the blood and the nervous action necessary to growth and expansion are maintained. Each action is accompanied by waste of tissue, which boon nature replaces, with interest and accumulated energy, in the healthy body. There is pleasure in this to those who watch with a mother's pride the vigorous effort and the signs of growth and health in their offspring, and that there is innate pleasure in the action itself is testified by the dimpled laughter, and the crowing of the infant animal life.
2. The infant.
3. Sensorial *on.* The sensorial motion which agitates the limbs of the



young is the hidden cause of the first physical exercise—in a word, of infant athletics. The more vigorous the animal life the more constant and pronounced is this play of the limbs. Here is the beginning of games and of all athletic exercise! What cruel misconception first invented swaddling clothes? We remember seeing some years ago in Southern Europe, in a cottage among the hills, an infant tightly bound in these abominations on a board which projected above its head, hanging on a peg like a picture against the wall. It seemed monstrous cruelty. Our first impulse was to take it down and release it, but it was the custom of the country, and as such could not be interfered with by strangers, however benevolent.

As growth progresses the bones are gradually hardened and the framework knit together more firmly; and still, as in the case of the great orator, so for the perfection of nature's plastic masterpiece, action, action, action, is necessary. The growing child finds this in play; if not allowed to play he fidgets. Fidgets are often provocative of wrath in his elders. One often hears a child scolded in a somewhat angry tone: "Why can't you sit still?" It would be better if, instead of feeling annoyed, "Corrector Bestius" returned answer to himself, "The child can't sit still;" nature in fact does not intend him at present to do so. She is stimulating him through his nerves for the sake of his growth. He is not fidgeting through *malice prepense*. He is not doing it on purpose; he may indeed control it by an act of his will; but the thing itself is involuntary; and it is very doubtful whether, on most occasions, he should be called to stop it by a direct act of his will. It may in some cases be good discipline for him to do so, but a person who understands children, and loves them, will generally succeed in abating the nuisance without making any such demand. The objectionable fidget arises from lack of other employment congenial to the moment. Supply this, or divert the attention to something that interests, and the nerve centres will have work to do, and the physical need be satisfied.

4. The growing child.

a. Fidgets.

δ. Love of  
change.

It is interesting to observe that the delight in novelty, and the quickness with which children change from one thing to another, the very fickleness with which they drop that which pleased them for the moment, is unconscious obedience to the law of nature, which requires change as a means of resting one set of muscles and nerves, and of giving employment to another set in its turn. The very joy which they express is the outward sign of their obedience to the natural law. As they grow older they become capable of more sustained effort, and less ready to change, but the divergences of taste and of ability which differentiate the character are in themselves the evidence of the variable amount in which, in different individuals, according to either hereditary disposition or difference of food or other circumstances, the tissues have been used and replaced with interest during infancy and early childhood. The consequences of mismanagement and of illtreatment during this period are far-reaching. Many others beside Mephibosheth have suffered in body till the day of their death, owing to the carelessness of their nurse. How many have suffered mentally and morally even worse things from the same cause, or from the ignorance of the truth of nature and the simple rules of health on the part of those to whom they, body and soul, were entrusted!

5. Beginnings  
of education.

As the child grows older the need of education is recognised, in view of the future and the practical demands of life. Lessons begin. The brain has its allotted tasks to perform; and so in many cases a kind of conflict begins together with lessons. To some in whom the sensorial action is vigorous lessons are more irksome than to others; they are very often called naughty. Their athletics are ill-timed and it must be confessed provoking to those who desire to do their duty in the way of teaching. Others are ready enough to take to books, and like being taught, and are quick and receptive of knowledge; but in many instances these show a distaste for any but the smallest and easiest amount of bodily exercise. They prefer sitting in, and dislike going out. How careful, how discriminating should



be the treatment of children, varying as they do in capacity and power, mental and bodily! All need lessons. All need exercise.

But how much care is necessary on the part of those who have to superintend either or both of these! How particularly careful they should be not to overstrain the tender growth by imposing or allowing that which is contrary to the requirements of nature—not the nature of the body or of the mind only, but the nature of man who has both! Nurses and governesses are often unconsciously torturers. Children are made to take long walks, or to sit too long at lessons, and the powers and inclinations of their elders are perversely made the measure of what is good for them. The results become apparent later on. In some is bred the dislike of active exercise, in others an absolute distaste for any mental exertion. Extremes meet; and similar results follow that indulgence which is foolish in yielding when it ought not to yield to the childish desire to go out or to stay in, to leave its lessons unfinished, or to sit poring over a book, or dreaming and doing nothing at all. These things vary infinitely in different individuals. It needs a wise and discriminating parent to determine the *régime* suitable to the child of his love. Much has already been written and much no doubt will be written upon the subject of early education. It is doubtful whether much can be learnt from books upon the question.

But one thing, at least, is certain, that no system can be satisfactory, much less successful, which does not provide for the healthy training of the whole being of the child, dividing and distinguishing mental and bodily exercise if it will, but at the same time co-ordinating them in due relations to each other, and providing by elasticity of method for the diversity of ability and inclination with which it has to deal. The aim and object of right education, whether early or late, must be the "*mens sana in corpore sano*."

But we shall be accused of wandering from our subject, and of having quitted the athletics of the perambulator and

6. Need of care and discrimination.

7. The whole being, not mind or body apart, to be considered.

8. Boy life only treated of here.

the schoolroom for the graver and wider subject of general education. We must hurry back to our task of tracing the history of athletics in the individual as he develops, and we have now come to the momentous period in the life of the growing boy when he leaves the home care, with all its comfort and indulgent restraint, for the very different discipline of a private school. We are speaking of boys only, in connection with this subject of athletics, not because we think that athletics according to our definition are alien to girl life and belong to boy life alone, but the two differ so much in character that it is more convenient to treat of the subject in relation to the other sex in a separate chapter.

9. Change  
from home to  
private school  
life.

The boy passes to a school, and a considerable change takes place in the habits that are enforced upon him, both bodily and mental. He may have had brothers and sisters to do his lessons with and to play with, but even so the main change in his condition is that the social element now for the first time enters into his athletics as well as into his lessons. He competes with his superiors, equals, inferiors in body and in mind, in his play and in his work. The consequence is, as a rule, a higher tension in both. Individuals vary infinitely, and according to capabilities and disposition. So does the play and the work of the school affect them. Here, as before, we may pause to exclaim, "How great a responsibility is theirs who undertake the care of boys between the ages of, say, eight and fourteen!"

10. Objects  
proposed in  
private school  
training.

What is the object that they propose to themselves in relation to the training of these children? Is it success as measured by the number of scholarships that the school can gain at the public schools? or the number of boys that are placed in the highest form possible on entrance? Or is it that care of the boy which without much solicitude about mental advancement exhibits him well kempt and cared for, as regards his bodily exterior, to a fond mother, who will say perhaps to her friends, "Well, I am afraid that my dear boy does not know as much arithmetic or Latin grammar as he ought to know; but then, you know, Mr.



So-and-so's is an excellent school. He is so very careful about the health of his boys, and health, of course, is the first thing." "Yes, madam," we would rejoin, "health; but the health of the whole boy, not of his body only; and I am not sure whether your son, who has been coddled at home, and, after that, coddled at school, can play at anything, any more than he can work at anything, at present."

Happily for the boys of this generation, there has been a wholesome reaction from the hardness, and carelessness, and neglect of comfort which characterised schools forty years ago. Some schools, as might be expected, have gone into the opposite extreme. Yet, at the majority of the private schools which prepare boys for the public schools, the boys are well cared for as regards their creature comforts, if coddling is avoided, and in not a few they are extremely well taught. And here it is that the subject of athletics comes in, and is of very real interest. Such is the competition for scholarships and entrance exhibitions nowadays, that the pressure upon many boys between the ages of nine and fifteen is extreme, especially upon those who show any mental ability. Every year at the greater public schools from eighty to one hundred candidates are standing for entrance scholarships and exhibitions. All that we are here concerned to ask in the case of these boys, is, Has the canon "*mens sana in corpore sano*" been duly regarded? It would be (and at the best private schools it is) well understood that the interest of the master extends to the play of the boys as well as to their work. How needful for the brain which is of finer fibre and more delicate texture, capable therefore of higher intellectual effort and of achieving intellectual success, that the rest of the body—heart and lungs, and limbs—should be looked after in its interest, or rather in the interest of the whole being! Such an one needs all the play and the exercise he can be induced to take, and should be carefully trained, not with any precise gymnastics, which have very little of the joy of life in them, but with games in which he should be drawn if possible to take interest by encourage-

11. Competition.

12. Play and work.

ment and kindness. At any rate, if he cannot be prevailed upon to play, care should be taken that he has open-air exercise in due proportion to his powers and with the view to develop them.

13. Loafers.

There are, we are inclined to think, very few boys who could not be induced to play at games, but as a matter of fact there are a great many who do not play except by compulsion. Some of these are students by nature, and prefer mental work to bodily exercise. But many of those who do not play do not work, except upon compulsion. These are they who are called by their more vigorous contemporaries "muffs." These furnish recruits to the large army of "loafers," a host which in point of mere numbers exceeds, we suspect, that of the energetic workers, physical and intellectual, put together. These are they whom home education has spoilt, and the private school education, if they have had it, failed to recover. These furnish spectators to any games which require pluck, endurance, and self-control, but not the actors in it. Theirs is the endless gossip and do-nothing excitement and gaping idleness, which a great many excellent persons persist in confounding with athletics, with cricket, and boating and football, of which these worthies are all but guiltless.

14. No antagonism between good work and good play.

It should be the object of a school to produce as few as possible of this type. It is not pretended here for a moment that boys who play well always work well, or are always fond of their lessons. A great many do work well as well as play well, more than it is the fashion to suppose. There is no antagonism between good work and good play, any more than there is between the "*mens sana*" and the "*corpus sanum*." The two are quite compatible. But there are many who are mentally slow, and physically vigorous, who rejoice in their games, but do not find the same joy in their lessons. These not unfrequently, though they may not shine in literary pursuits, find it difficult to pass any of the examinations which now like three-headed Cerberus guard the portals of most professions; yet, if they do pass, are found not to be a whit inferior as public



servants, as soldiers, as clergymen, or in any other profession, to their fellows, and often discover in the work of life, in the business of their profession, qualities of the highest value, the existence of which in them the examiner who looked over their papers, and perhaps just did not pluck them, could scarcely have divined. It should be the object of school teaching as well as of school discipline to look after the interests of the "*mens sana*" in these, and to keep up the standard of their intellectual work. This will not be done wisely by curtailing the amount of out-of-door exercise that a vigorous body requires, but rather by seizing on the times when talk, rather than work, of any kind is rife; by making the hours due to preparation of lessons to be really employed in the work; above all by kindness and encouragement, analogous to that which we said before should be extended to those who dislike playing at games, and by as little punishment *quâ* punishment as possible.

And here we reach the important and somewhat formidable question, what should be the athletics of school life? Chiefly and primarily the ordinary out-of-door games; these should be as free as possible from the compulsory incidents which make them absolutely distasteful *in limine* to the weaker ones. We shall speak of athletics at public schools and universities more particularly hereafter, and will here confine ourselves to the athletics of younger boys. Cricket and football, fives and rounders, and prisoner's base, all in their season provide for vigorous boys the amusements they require. Everything possible should be done to encourage the weaker ones to take their part in these games, to endure a little hardness, and to play their best.

But there are some things which do not belong to the category of games, which might well be insisted on in the training of individuals, being good for the development of the physical powers. The young Augustus ought not to neglect in his youth that which his imperial namesake thought necessary for his health even in advanced life.

15. The athletics of school life.

16. Gymnastics, but not substituted for games.

Running and jumping should be a regular part of school training. Besides a good stout rope for "tug of war," parallel bars, and the vaulting horse, not too tall for little boys, are all the gymnastic furniture that a school requires. The use of them is easily taught, and the exercises useful in kind. As for gymnastics technically so called, we do not advocate them as desirable for boys at school. They are useful for young men at the university, who, conscious in themselves of lacking physical development, voluntarily undertake the course. But in them the professional instructor's presence and guidance is necessary, and they should not be entered upon without such supervision. They are very desirable for young soldiers, and for men whose physique requires development for the better performance of their duties. But at school, if compulsory, they are apt to interfere with that free and natural development which the joy of a game alone can give, and it is doubtful whether the system is not too artificial to be quite in harmony with nature in the process of development. Any substitution of technical gymnastics for games would be a great mistake. Even if the body, which is very doubtful, would in any way be permanently a gainer thereby, there is no doubt that the mental and moral being would lose enormously. There is always some little difficulty in teaching chickens hatched by an incubator to pick up their food in the natural way, and such is the entirely artificial character of a strict gymnastic system, that, even if it was successful in turning out a large number of boys with the nerves and sinews and muscles of acrobats, it would not have supplied them with those qualities, moral and physical, which in the English lad are nurtured and brought to perfection in his games.

17. Certain gymnastic exercises compulsory.

At the same time, there are certain exercises which may be said to belong to the gymnastic course which we would advocate as compulsory beside the running and jumping above mentioned. These are the extension motions and elementary drill. Without being violent exercise they tend to set up the body and expand the chest. They should not



be continued too long at a time, especially with the younger boys. A short half-hour every morning should suffice for this compulsory training in physical exercises, viz. running, jumping, extension motions, drill, which should alternate and be carefully graduated so as to suit the powers and health of the boys.

It cannot be too strongly insisted on that, weather permitting, all boys' exercises and games should be conducted in the open air.

Ten hours for rest, seven hours for work, seven hours for meals and recreation, is a fair division of the twenty-four hours for young boys.

At all schools a book should be kept in which should be entered the name of each boy, with the record of his growth, height, measurement round the chest, and weight at the beginning or end of each school-time, his age in years and months being also correctly given. These tables, if regularly and accurately kept, would be invaluable as statistics in many ways. A form is appended which might be found useful for the purpose. (See pp. 25, 26.)

18. Record physical growth and development.

And here we would add one word about the difficult subject of punishment. Of corporal punishment we say nothing. Solomon's advice is not in favour in modern times. But it is much to be feared that the punishments inflicted on boys in many cases rob them of the amount of time that they ought, for their physical well-being, to spend in the open air, and that without doing any good to their minds. At a private school might not punishment drill or walking exercise sometimes be substituted for the other alternative of sitting in at a desk and writing an imposition? Boys would dislike it as a punishment, just as much or more, and they would thus be made to feel their fault without any detriment to their physical life. Pains should be taken on all hands to reduce punishment to the minimum compatible with good discipline and industry. There is a wise sentence in one of the Latin exercise books which all teachers may well lay to heart. "Do you find fault with yourself as often as you inflict a punishment on any one else?"

19. Punishment.

20. Summary. We believe that if the physical exercise and recreation of boys at private schools were the object of such care as has been indicated above, not only would the intellectual standard not be lowered, but the quality of the brain work would be improved. We certainly should see fewer cases of those who, suffering from the pressure of preparation for a competitive examination between the ages of nine and fourteen or fifteen, are in the years that succeed stale and listless, and unable to work up to the standard to which as picked boys they ought to attain. We should, we believe, see fewer "loafers," and more of those healthy and vigorous specimens who exhibit, to the credit of those who have had the care of their education, "a healthy mind in a healthy body."

21. Change  
to public  
school.

But life moves on and the boy quits the private school, and probably enters the larger world of a public school, and finds in that larger world more freedom and a wider choice of companions and pastimes. Great as is the change, the habits of this previous life will accompany him and will silently determine much of his career. In some respects he will be much more his own master, and if inclined to do nothing in the way of physical exertion will be able to do a minimum. The rules of the house or of the school may compel him to play at this or that game so many times a week, against his will, but he will not energise much if he only plays on compulsion, nor will he get much good from the game. If, on the contrary, he is keen to play he will find ample opportunities of coming to the front, and ample delight in the exercise and the interest which the contest of skill or of speed and endurance brings with it. And as his frame is knit together and his power increases so will his pleasure increase, and the wholesome ambition for distinction among his schoolfellows. And if he is conscientious, and works well as well as plays well, his pleasure and profit will be all the greater. Brain will help nerve and muscle, and nerve and muscle will help brain. And if he takes part in important contests in which he may with others be representing his house or his school, he will soon learn the



RECORD OF  
PHYSICAL PROGRESS OF PUPILS

AT \_\_\_\_\_

DIRECTIONS FOR USE OF TABLES.

1. Each name should have a page to itself.
2. Entries should be made at the beginning or the end of each term, or oftener, at regular intervals.
3. Height, in feet and inches. Taken in stockings or bare feet ; no boots on.
4. Chest measurement in inches. Hands above head, arms extended, thumbs crossed, palms turned to the front. Pupil to take full breath, and then count ten, aloud, slowly. Measurement taken with last number, over bare chest, or thin jersey only.
5. Weight, to be taken between 8-10 A.M., as a rule. Take off coat and waistcoat, and boots, and anything heavy out of pockets.
6. Remarks. Under remarks any serious illness or accident interfering with progress should be noticed.
7. Averages. It would be useful, at the end or beginning of each term, or annually, to take aggregate—
  - (1.) Number of pupils.
  - (2.) Aggregate years, months.
  - (3.) Aggregate (i.) height.  
       "      (ii.) chest.  
       "      (iii.) weight.
  - (4.) Divide the aggregates by number of pupils, and the normal figure for the school will be obtained.
  - (5.) Take total number of boys within certain limits of age and divide by that number their aggregates within those limits, and normal rate for age will be obtained.

## RECORD OF PHYSICAL PROGRESS.

Name .. .. .  
 Hair .. .. .  
 Complexion .. .. .  
 Eyes .. .. .  
 Born .. .. .  
 Came .. .. .  
 Left .. .. .

Date.	Age.		Height.		Chest.	Weight.	Remarks.
	Years.	Months.	Feet.	Inches.			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

value of self-control in play and of self-denial. As a preparation for it, the maxim "be temperate in all things" will not be alien to his life. He will learn many a lesson, not without suffering something, not without enduring hardship, which will be found not less useful than his studies themselves in the game of life.

But as we shall revert to the subject of athletics at the public schools and universities, we will pass over this stage briefly here, and glance onward to the question of physical exercise in mature life.

The boy becomes a man, and the age of play comes to an end, and the age of real work begins. This is true physically, as well as practically. The growth completed, there is no longer existent the condition in which nature was adding, with compound interest, for tissue wasted in wholesome exercise to the body she was building up to manhood. The frame now becomes little by little more set, and little by little loses in agility what it gains in solid strength. True it is that, even now, nature will give interest in a healthy body for active and violent exercise of particular limbs or muscles. She will fill out the biceps and fore-arm of the man who wields the blacksmith's hammer. She will keep hard and solid and in good condition the thews and sinews of one who takes suitable hard exercise every day, and is careful about his diet. But the sensorial motion is no longer active as in the child. If a grown-up person is a fidget, it is either owing to some nervous defect, or to an inveterate uncorrected habit or trick, and may be looked upon as a thing to be endured, for it is not likely that it will be cured. As time goes on little by little in most men the delight of hard exercise passes off. If their business entails upon them a sedentary life, amid the growing cares and anxieties of work occupying the thoughts, the tendency to drop violent exercise, except perhaps at first during the annual holiday, will surely gain upon them. With many men it soon becomes irksome to make any exercise beyond that which in the course of business they are forced to do in the moving from place to

22. Mature life.



place. With many, such exercise as they do take has in it more of duty than of pleasure. No doubt at first the age of play and the age of business overlap each other. Happy the young man who, bringing from school or college to the business desk a healthy body and a healthy mind, maintains as long as he can the habit of healthful exercise suitable to his powers. Happy the City clerk who can, after business hours, get on his bicycle a good lung-filling draught of pure country air. Happy he who can go down to Putney or Kingston, and get a good spin on the river in his club eight or four. The time of course will come when he will have to give this up, but as long as he can do it and feel all the better for it, so long he should resist the inevitable conclusion that will be forced upon him some day or other that it is too much trouble, that he cannot afford the time, and the like. Wise is the man who, when his time comes, and the love of ease is gaining ground, yet still refuses to drive into the City in the morning, and walks in and walks out to his place of business from his house or from the station, and continues to make his legs do their duty towards keeping his body healthy. It has been said that a man under five-and-forty, in order to keep his body in sound health, ought to take exercise equivalent to a walk of nine miles every day. Very few men, we suspect, except such as by their occupation are compelled to lead an out-of-door life, regularly do anything amounting to this. Yet it is well to have a standard of comparison. It is well also to have a clear conception of the reason for continuing such physical labour at a time when the inclination to spare himself trouble is gradually growing upon a man. The exercise is for the benefit of heart and lungs and brain, and for that which is life-sustaining in them. It is recreation and rest to one class of muscles and nerves, while it gives their due share of vibration and expansion and contraction to another.

The athletics of infant life were, as we saw, involuntary, but it often requires a strong effort of will to maintain



the due proportion of athletics as years advance, but we believe that if the example of the ancient Romans was more generally followed in this particular respect, we should have fewer early collapses, fewer hypochondriacs, fewer dyspeptics, fewer pallid faces with pendant cheeks, fewer fatty, unwieldy figures, more vigorous, generally healthy bodies, and certainly not less generally healthy minds.

But it may be replied, "Granting all that you claim for athletics rightly used, granting even that they are not the antagonists to work and mental industry that they are very generally supposed to be, even you will admit not only that it is possible to misuse athletics, but that as a matter of fact they are frequently misused." We are not quite sure as to the reply to be given to this assertion, until we know what is meant by misuse. We will admit that if a man goes to row on the river when he ought to be at his desk in the City, he is in a sense misusing athletics, but the man, and not athletics, should bear the blame in this case, just as much as if he was playing at billiards, or stopping in bed and reading a novel, or doing anything else that pleased him instead of doing his duty. This is not that kind of misuse against which we are specially concerned to warn him in this handbook. "Duty before pleasure" is the rule of the "*mens sana in corpore sano*," and if he neglects this rule, he must bear his own burden.

But there are certain misuses of athletics against which we are bound here to lift up our voice.

First, with regard to boys. They are very apt to misjudge their power. They will attempt to do things out of proportion to their strength, whether in running, or in lifting weights, or in putting the stone, or in performing feats for the sake of admiration, or to outdo somebody else. They therefore require some watching and care in this respect on the part of those who have charge of them, that not in such a way as to discourage them from progress according to their strength, but to prevent them

23. Misuse of athletics.

a. Waste of time.

b. Over-taxing of powers.

from doing things either beyond their strength, or in the wrong way.

Lifting  
weights.

For instance, a boy trying to lift a weight which tax his strength will almost always, unless set right, stand in such a way as to throw an undue strain upon his abdominal muscles, and run the risk of straining and perhaps rupturing himself. The exercises which are technically called "Athletic Sports" are often fraught with danger of this kind, especially for young boys. They are tempted to perform "*tours de force*" which are beyond their muscular strength. The effort is sudden and violent and so strains often occur which sometimes entail serious consequences even in after years.

Trials of  
speed.

The same thing may be said with regard to trials of speed, flat-races, hurdle-races, and the like. The heart may easily be overtaxed by the individual being tempted to sustain violent exertion beyond its powers; even if it is naturally strong and healthy, a very sudden and violent effort, or a strain unduly prolonged, may do it damage. Again, the spring is the time of year when these sports are most in vogue. It makes one shudder to see boys stripped with only a thin jersey on, and flannels cut off at the knees either waiting for their turn to compete, or, having competed and having got thoroughly heated with exertion, stand and look on at the next performance in a cold east wind. One might multiply instances of similar imprudences, of which neither "*sana mens*" nor "*sanum corpus*" should be guilty. But boys will be boys, and it is well if their elders are on the look-out, and ready to protect them against themselves.

c. Neglect.  
Catching cold.

24. Necessity  
of supervision  
in case of boys.

On the other hand their elders are sometimes tempted to misjudge the extent of boys' powers; "*La jeunesse n'a jamais tort*," a proverb which is not unfrequently falsified seems true in their eyes. Let them alone, they can't hurt themselves, say they, when perhaps a word in season would save from years of pain or ill-health.

In carrying out the exercises or the drill recommended above, it cannot be too strongly impressed upon instructo



that they should not be continued for too long at a time; frequent rests should be given, during which the reason of the thing may be explained and elementary instruction as to the structure and various functions of particular muscles may be conveyed, which will interest and benefit boys while filling up the interval of standing easy. Nor ought the warnings at such time against straining themselves by attempting foolish feats, and against getting unnecessarily chilled before or after running a race, or the like, be left unsaid. Many boys do foolish things of this kind from ignorance, innocent, but not innocuous. "All unconscious of their doom the little victims play." But as there is no particular bliss in this kind of ignorance, it is as well to try and infuse a little wisdom of a practical kind which may perchance save them from such folly and its fruits. Bigger boys and young men who have got beyond any supervision of the kind need to be warned by those who have experience in the class of athletic exercise to which they are devoting their energies, and to whom they naturally listen with some respect, that for many efforts, and especially prolonged efforts in competition with others, a course of training is necessary. Of this we shall speak at length in a subsequent chapter. But we may say here generally, that athletics are misused when heart and lungs and other muscles are asked to do that for which they have not been prepared. The brain usually refuses an intellectual effort which is beyond its power. It soon becomes bewildered, will not go on, for instance, with an arithmetical puzzle which is beyond its capacity. It may indeed be overstrained by a prolonged effort. But it is not often called upon suddenly to perform such feats as in the ardour of an athletic contest, or on the spur of the moment, are ruthlessly demanded of the heart and lungs. This is a real danger, against which the young and ambitious athlete needs to arm himself with the counsels of prudence and self-restraint. Lastly, those who are suffering from a cold affecting throat or lungs, or those who are convalescent from an illness, and have not yet regained full bodily health and vigour, should not attempt

25. Training necessary for any great effort.

exercises which are healthful only for those who are perfectly sound. Ill results have come about to many from these seemingly obvious rules being violated. These, and there may be other misuse of athletics, are for the most part cases of imprudence. Against them the true antidote is common sense, that "*mens sana*" which should keep watch and guard over the "*corpus sanum*."



## CHAPTER IV.

## ATHLETICS, SOCIAL.

Social character—Peculiarly English—Contrast with foreign ideas—

History of English athletics to present time—Development of social athletics—Causes—Mostly restricted to upper and middle classes—Multiplication of clubs and matches—Healthy aspect—Unhealthy symptoms—Decline of professional athletics—Desirable that social athletics should be developed among the lower classes.

IN the foregoing remarks we have, while sketching the history of athletics from childhood upwards, dwelt chiefly upon them so far as they affect the individual, the part which they play in this physical development and in the recreation of his mind and body. But as we had previously pointed out, athletics have a wider sphere than the individual. They are for the most part social in character, and as such exercise a very wide influence on society at large, and upon the youth of the nation. There is something peculiarly English in this feature. Indeed it would not be true to say the same of any other nation. There is no particular in which the English race exhibits so strong a contrast to foreign races, as in its ardent love for games of which violent bodily exercise is the characteristic. Wherever a colony of Englishmen is settled, it must needs have, even in a hot climate, its cricket, its rowing, its polo, or even its football. Its proceedings in this respect seem to foreigners mysterious, strange, and even bordering on the insane. They cannot understand the enthusiasm of the players, the violent energy expended, the endurance of contusions, and the general good temper displayed under circumstances which would rouse hotter blood to fury.

1. Athletics,  
social.

2. Peculiarly  
English.

3. Contrast  
with foreign  
ideas

A distinguished Frenchman, one who knows England and the English better perhaps than any other French writer, thus describes the favourite games of an English public school: "Au ballon les groupes se précipitent les uns sur les autres; l'enfant qui se trouve dessous porte le poids de toute la masse; il y a des bras et des jambes luxés, des clavicules cassées. Au cricket la grosse balle pesante est lancée avec tant de force que le joueur maladroît est renversé, s'il s'en laisse atteindre. Presque tous les jeux comportent habituellement des meurtrissures; on se fait gloire d'y être insensibles, et, par une conséquence naturelle, on n'hésite pas plus à les infliger qu'à les subir." (Taine, 'Notes sur l'Angleterre,' p. 144.) The games are evidently in his eyes brutal and brutalising. He can see nothing of their skill, he knows nothing of their joy. They are, in their spirit and power for good, quite incomprehensible to him. We remember some years ago, in conversation with a professor at one of the great Lycées in Paris, after discussing the modes in which English and French boys spent their play-time, and the great difference between the two systems of education with respect to liberty, that the game of football was alluded to, and at his request described. His remark in reply was, "Chez nous ça serait impossible—serait une émeute." At the same time he regretted that it was so, and did not conceal a wish that the youth of his country could be more habituated to games in the open air, and entrusted with more liberty in their amusements than at present is the case. M. Taine, notwithstanding his unfavourable comment on cricket and football, expresses himself in a somewhat similar manner. "L'écolier français, surtout l'interne de nos collèges, est ennuyé, aigri, affiné, précoce, et trop précoce; il est en cage, et son imagination fermente." And he confesses that as regards the formation of character, the education of an English school is better. "Elle prépare mieux au monde et fait les âmes plus saines." There are not wanting among his countrymen, now that England is better known than it was to them,



many who would like to make an approach to the English type in the education of their scholars, so far as outdoor exercise and games are concerned. It is, however, very doubtful whether any such experiment would be successful. At any rate it would take a long time to acclimatise.

The fact is, that this love of games and violent exercise is characteristic of the English race, and a matter of hereditary custom. <sup>4. History of English pastimes.</sup>

According to Strutt, "though perhaps the skill which the natives of Devon and Cornwall retain to the present day in hurling and wrestling, may properly be considered a vestige of British activity, yet the Romans enervated the spirit of the people by the importation of their own luxurious manners and habits, so that the latter part of British history exhibits to our view a slothful and effeminate race of men totally divested of that martial disposition and love of freedom which so strongly marked the character of their progenitors ; and their amusements, no doubt, partook of the same weakness and puerility."

It is to our Saxon ancestors that we owe our national love of games and robust exercises. In turbulent times, when the rule was "that they would take who have the power, and they should keep who can," it was natural that such exercises as inured the body to fatigue and biassed the mind to military pursuits, should have constituted the chief part of a nobleman's education. Accordingly, we find that hunting, hawking, leaping, running, wrestling, casting of darts, and other pastimes which necessarily required great exertions of bodily strength, were taught them in their adolescence. The Norman Conquest does not seem to have caused any change as regards popular sports and pastimes. The conquerors introduced jousting and tournaments, and restricted the practice of hunting by severe forest laws. According to Fitzstephen, who lived in the time of Henry II., the young Londoners of that day exercised themselves with archery, fighting with clubs and bucklers, and running at the quintain ; and in the winter



when the frost set in they would go upon the ice and run against each other with poles, in imitation of lances, in a just, and frequently one or both were beaten down, "not always without hurt, for some break their legs and some their arms; but youth emulous of glory seeks these exertions preparatory against the time that war shall demand their presence."

Decline of  
military ex-  
ercises.

With the decline of chivalry and the subsidence of the military enthusiasm which so strongly marked the middle ages, came also a change in the character of the popular games. The exhaustion of the national vigour in the long and destructive conflicts of the Wars of the Roses manifested itself in the neglect of military exercises, and in the growing popularity of such games and recreations as promoted idleness and dissipation. This prevailed to such an extent that even the interference of the legislature from time to time was thought necessary to "correct the bias of the common mind."

Tudors.

Henry VII. and Henry VIII. both made efforts to restore the practice of military pastimes. The latter set the example in his own person, "continuing daily to amuse himself in archery, casting of the bar, wrestling or dancing, and frequently in tilting, tournaying, fighting at the barriers with swords and battleaxes, and such like martial recreations, in most of which there were very few who could excel him!"

Stuarts.

There is a remarkable passage in the ΒΑΣΙΛΙΚΟΝ ΔΩΡΟΝ, or 'King's Christian Dutie towards God,' written by King James I. for the instruction of his son, Henry Prince of Wales. That learned monarch seems to have been of the same opinion as M. Taine regarding football and violent exercises. Otherwise he is not averse to games. "Certainly," he says, "bodily exercises and games are very commendable as well for banishing of idleness, the mother of all vice, as for making the body able and durable for travell, which is necessarie for a king. But from this court I debarre all rough and violent exercises; as the football, meeter for lameing, than making able, the users thereof, as likewise such tumbling trickes as only serve for comedians

and balladines to win their bread with ; but the exercises that I would have you to use, though moderately, not making a craft of them, are running, leaping, wrestling, fencing, dancing, and playing at the caitch, or tennise, archerie, palle-malle, and such like other fair and pleasant field games." The royal author proceeds to give his opinion at length on hunting and hawking, and on games in the house, which he thinks desirable, forbidding diceing, and somewhat strangely including chess among the prohibited pastimes. "As for the chesse, I think it over fond, because it is over-wise and philosophicke follie."

The banishment of football and of the rough and violent games proscribed by his Majesty may have saved some bruises and a broken leg or two, but it is hard to believe that the court of the Stuarts was much improved in manliness or vigour by their being discountenanced. Then came the troubles of the Great Rebellion. The Puritan spirit which Puritans. was dominant in the victorious party was not one which favoured any sports or games, and the times were against them. Notwithstanding, in country places they survived, and after the Restoration were again in favour. "Ringing, bowling, shooting, playing with keel pins, tronks, coits, pitching of bars, hurling, wrestling, leaping, running, fencing, mustering, swimming, playing with masters, foils, footballs, baloons, running at quintain, and the like, are common recreations of common folk," says Burton in his 'Anatomy of Melancholy,' and he goes on to mention of "riding of great horses, running at rings, tilts, tournaments, horse-races, and wild goose chases, which are disports of greater men and good in themselves, though many gentlemen by such means gallop quite out of their fortunes." There is, however, rather an air of apology in the way in which he speaks of the pastimes and recreations of the people, showing the strength of the Puritan feeling still prevailing, as when he says that, "Plays and jesters and jugglers and the like are to be winked at, lest the people should do worse than attend them." There is also reference to sports which in our eyes are less innocent, such as "bull-



baitings and bear-baitings, in which our countrymen and citizens greatly delight and frequently use," to which are added, "dancers on ropes, jugglers, comedies, tragedies, artillery gardens and cock-fighting!"

18th century.

After the change of dynasty the character of the pastimes remained pretty much the same. According to Stowe's 'Survey of London,' published in 1720, "The modern sports of the citizens, besides drinking, are cock-fighting, bowling upon greens—they sometimes ride out with the Lord Mayor's pack of dogs, when the common hunt goes out. The lower classes divert themselves at football, wrestling cudgels, nine-pins, shovelboard, cricket, stowball, ringing bells, quoits, pitching the bar, bull and bear baitings, throwing at cocks, and what is worst of all, lying at alehouses." It is noticeable here that the division of pastimes is not into such as suit the old or the young, but rather as pursued by the upper and lower classes. With the exception of the "common hunt" the former do not seem to have indulged in any vigorous pastime. Football and cricket appear in the list of those games then in vogue among the lower classes, which are now popular with all. Later on in the same century, according to Maitland, in his history of London, published about the middle of George II.'s reign, "Sailing, rowing, swimming, and fishing in the river Thames, horse and foot races, leaping, archery, bowling in allies, and skittles, tennice, chess and draughts; and in the winter, skating, sliding, and shooting," are enumerated as the pastimes of the citizens, though it is obvious that they were not confined to the city of London alone, but were for the most part in general practice throughout the country. Legislation seems to have interfered occasionally to prevent gambling, but not altogether with much success. Toward the end of the last century the magistrates caused all the skittle frames in or about the city of London to be taken up, and prohibited bowling-alleys, and the games of nine pins, Dutch pins, etc.; but, as Strutt remarks, when one pastime was prohibited another was presently invented to supply its place. Meantime the great games of the present



day (cricket and football), though played then in a very rough, and, as we should think, rustic fashion, were alive and gaining ground, and rowing was beginning to be thought of as an amusement in the summer months. Gradually a better tone prevailed, and the more brutal amusements, such as bear and bull-baiting, cock-fighting and the like, and last of all, though not without some delay, prize-fighting were put down by the law. Other amusements, and especially those in which a large number could join together for the purposes of play, became more and more popular in consequence, and cricket-matches and rowing-matches began to attract attention and to draw spectators. The Marylebone Cricket Club, founded in 1787, became by degrees the acknowledged authority in the game of cricket, which was rapidly assuming pre-eminence among the outdoor games of skill. A number of amateur rowing clubs also came into existence, and the inter-University match of the year 1829 gave to this pastime an importance which had not belonged to it previously. Henley Regatta was not founded till ten years after. Football became domiciled at the schools as the regular winter game, each having its own peculiar form of play; but it seems to have been little played by the general public. Tennis, restricted by its expensiveness to the wealthy and to professional players, still continued in the favoured places where courts existed, and fives and racquets found development at the public schools and at the universities. Athletic sports, as they are now called, had not as yet been co-ordinated, or taken the form of a regular series of contests on a given day between the two Universities; nor, unless we are mistaken, were there as yet any so-called athletic clubs. But pedestrianism was becoming popular. Walking and running matches found public support, professionals to train, and spectators enough to make it worth their while to do so. Prize-fighting still continued on the sly, though against the law; nor were there lacking some survivals of older games in the provinces, such as "nurr and spell," terms mysterious to the uninitiated. In the north also the noble

Thirty years  
ago.

game of golf—which is as old as the time of Edward III., if not of higher antiquity still, and seems then to have been called cambuc (from *cambuca*, a crooked club), and in England called also bandy-ball, or stow-ball—was, as it is now, a favourite pastime. Such we think may fairly be described as the state of athletic games and pastimes in England at the time of the Crimean War, thirty years ago. A number of *Bell's Life in London* of that date gives a fair idea of the popular sports and amusements of the time. The daily newspapers as a rule took no notice of them, except perhaps of horse-racing. The University Race was dismissed in the leading journal in those days with a few lines in small print in a corner. There was no popular excitement upon the subject, no crowd on the towing path at Putney to witness the daily practice of the crews. Similarly, at Lord's Cricket-ground there was no crowd to see the University or Public School matches comparable with the assemblage of modern days. Any one who takes up an ancient copy of the sporting newspaper referred to and compares it for bulk and variety of information with the *Field* or *Land and Water*, or even with itself of the present day, will feel that the difference is great. It is in reality very much greater than is suggested even by the comparison of the almost single journal of that date devoted to the subject with the multitudinous prints of the present day.

5. Develop-  
ment of social  
athletics.  
Causes.

Athletics in this country have during the last quarter of a century advanced, as did the revenue in the palmy days of finance, by leaps and bounds. It is worth while, in the interest of the social "*mens sana*" and "*corpus sanum*," to consider both the facts in its proportions, and the causes that have contributed to it. There are several factors in the sum of athletic prosperity which may at once be recognised under the general head of increase. In the first place stands the enormous increase of town populations; next increase of wealth; then increase of the facilities of communication, and of the tendency to aggregation, owing to the spread of education, and of general enlightenment, and the wider recognition of the advantages



of co-operation for the purposes of amusement. To these we may add also the increase of physical vigour in the well-to-do classes, owing to better feeding, less physicking, and a more rational treatment of children. Lastly, we may notice, as connected with the development of athletics, the greater need of recreation owing to the increased and increasing pressure of mental work, of examinations, of competition in business, of the struggle for existence generally, which inevitably becomes severe even in prosperous times in an island the population of which has grown out of all proportion to its food-producing powers. A natural reaction from the pressure thus occasioned is satisfied in the most vigorous by exercise combining amusement and recreation, thus rehabilitating the exhausted energies of the brain and of the nerve, while preventing the degeneration of the muscular system which continuous sedentary employment induces. All these influences have tended during the last quarter of a century, and especially during the last decade, to give a stimulus to the development of athletics among the people, which is, we believe, unparalleled in the history of this or any other nation. Not indeed that this phenomenon has been confined to the English at home, for it is observable among the Anglo-Saxon races all over the world. The great American nation, Canada, and Australia, have become competitors with us in athletics as in other things, and are found yearly represented in friendly rivalry on the cricket-field and on the river. Even foreigners have to some extent been influenced by the athletic spirit which is alien to their youth and education, and of late years scullers from the Seine and from the Main have found their way to Henley-on-Thames.

The great increase of population in this country, nearly  $3\frac{1}{2}$  millions in the decade 1871-1881, has been chiefly if not entirely urban, and not rural. And this fact is an important one to observe in respect of athletics, as their development is noticeable much more in the upper than in the lower strata of the town populations. To this fact and

Upper and  
middle classes



its causes we shall revert in our last chapter, as we believe it is of great importance to our national well-being, to the national "*mens sana in corpore sano*." With regard to the upper and middle classes the diffusion of wealth, and the general prosperity of the country in which they have largely shared, has been attended in their case not only with increased physical energy, but also with a rapid development of the means of supplying them with the physical recreation which they require. To omit for the present the public schools and the universities, where the organisation for games is, comparatively speaking, easy, and the difficulties that stand in the way of the satisfaction of the athletic instinct are of a different character, the extraordinary multiplication and growth of clubs and associations for every kind of exercise is a remarkable feature in modern English life. There is hardly a town of any size which has not got its football club, its cricket club, bicycle club, lawn-tennis club, or one or other of these. The instinct as well as the power of combination for the purposes of amusement has been quickened by increased facilities of communication and of locomotion, making the meetings for friendly contests possible, which would never have been thought of in former times. The matches, which now are innumerable, between club and club, town and town, county and county, all require organising and combined effort, and an expenditure which only the association of means in common funds could sustain. All this has been facilitated by the general progress of the nation, and is in its turn contributing to that progress in many ways; the healthy exercise giving common enjoyment, the social intercourse which enhances the value of self-control, and the respect for the opinion of others, as well as the desire for their good opinion, are largely efficacious in diffusing good-fellowship, dissipating prejudice, and creating bonds of union where the effect of party spirit, or of self-interest, would otherwise be unmitigated and disintegrating. Of course it is true that these influences of social athletics, if we may so speak of them, are not singular; they do not

Multiplication  
of clubs and  
matches.

stand alone. They are only part of the vast fabric of voluntary combinations for mutual benefit which the life of a free nation in a time of prosperity, if it is sound at the core, and not corrupted by immorality and irreligion, is sure to manifest. But still they are, as we have seen, <sup>Healthy aspects.</sup> peculiarly English, and they afford for the English physical life, with all its manly characteristics and joyous traditions, the outlet for its energies, especially in the time of youth, in a manner which operates largely towards the preservation of the "*mens sana*" in that important part of the nation, the rising generation. It is not likely that the stress, the wear and tear, and the pressure of work and anxieties that exhaust the sources of intellectual energy will become less severe in the future. On the contrary, we see that examinations are being multiplied daily, that the competition for them is growing in severity, and that apart from the handicrafts and commercial employments almost every means of gaining a livelihood is fenced with them at the outset. Education itself is rapidly becoming a question of how to get marks. The mind of the nation is so far cared for that provision has been amply made for its being exercised in its own gymnastics. There are some who do not think that enough has been done, and would increase the educational pressure upon the young still more. But it is not likely that we can go much further in this direction at present. There are already signs of reaction. What is really wanted is the reconsideration of our methods, and the alteration of them where they are faulty, while, at the same time, something should be done to ensure under the pressure of mental work that wholesome recreation of the brain by means of physical exercise and amusement which will give it the power to perform the tasks which modern life is now demanding of it. It is perhaps in the interests of the lower classes that this is most to be demanded at present. The upper and middle classes probably are able to take care of themselves in this respect, though it must be remembered that the true conditions of the problem are not at all touched by pointing out idle boys and idle young men of



the well-to-do classes, and saying, "Here, see the result of your athletics. No danger of overstraining the mind here!" These are not the majority or anything but a small fraction of the whole number. The majority of the upper and middle classes, happily for them, have to work, must work, and do work, and it is for those who must work and do work that good and wholesome physical recreation is a necessity, if the "*mens sana*" is to be preserved in "*corpore sano*." In their case however it may be conceded that there is no need to appeal to the legislature to help or encourage them. They have the means, and they have the energy and power to combine to provide themselves with the recreation that is suitable. The only thing for their sakes that is to be desired is that they should find wholesome and manly exercises to their taste, and not be allured or driven to those that are demoralising and destructive of health both in body and in mind. Perhaps the most unhealthy symptom in English sports and pastimes is the gambling and betting which accompanies most of them, introducing elements of suspicion and corruption which are the worst foes of the generous and chivalrous spirit which should be their presiding good genius. It may be said that this evil is inveterate in the race, and that it can be traced back even as far as the times of Tacitus. Still the progress of improvement and enlightenment which has done so much in other ways may, and we trust will, do something to mitigate and by degrees suppress it. All true lovers of athletics, all who desire through the vigorous and generous rivalry of physical exercises to assist social progress as well as to keep unimpaired the man by habits of the nation should join in discouraging and repressing by their own example and influence this habit which is antagonistic to their best desires. It is this element which has tended to lower professional athletics. If it is true that amateur athletics have been gaining and professional athletics have lost ground in public estimation, one of the reasons for this, and that not the least potent, is the mistrust that accompanies the latter owing to money being staked upon the

Unhealthy  
symptoms.

Gambling and  
betting.

Decline of  
professional  
athletics.



events in which they are concerned. We do not profess to regard this as a misfortune for athletics, for we do not think that athletics of any kind worthy of the name are absolutely in need of a professional standard to keep them up to the mark. Cricket certainly does not, nor rowing, nor football, nor bicycling nor lawn tennis, to name the physical exercises which now claim the greater number of votaries. We had far rather see all struggles for championship of every kind free from the hindrance of money stakes, and have the assurance that, whatever rewards might follow success, there should not be the inducement of gambling hazards tacked on to any athletic contest. The olive wreath of the Olympic games was the fitting type of a peaceful victory, nor did he who won it lack more substantial rewards at the hands of his admiring fellow-citizens. But here we touch on the question of athletics in relation to the classes which we are told have not any leisure to play games, and if they play them at all or contend in matches, must perforce do so as professionals in order to gain their daily bread. Otherwise they must stick to their trade. We are not sure that if the above contention were absolutely true the latter alternative would not be preferable. There are indeed kinds of professional aid in connection with athletics, which no doubt will always be in request. Professional keepers of the ground and bowlers at cricket, racquet and tennis markers and the like will always be necessary, and therefore to a certain extent professional athleticism will always continue, but we should none the less hail the day when a pastime was generally regarded as a pastime, and a game as a game, without the admixture of any money-getting motives. This will seem to many of our readers an Utopian view ; and yet the expression of it does not in the least imply a desire to curtail the enjoyment of athletic pastimes among the wage-earning classes, the mass of the people. On the contrary, it is accompanied by the hope that they will in time obtain far greater facilities for wholesome recreation than they have at present. Should this ever come about, we may confidently expect to find in the far greater numbers that

Lower classes :  
desirable that  
social ath-  
letics should  
be developed  
among them.

will have the opportunities of distinguishing themselves in these pastimes many more individuals gifted with power and skill to excel in them than are ever heard of at present. We may expect to find in the representatives of clubs and counties, and of All England, a higher standard of excellence than is at present exhibited by either professional or amateur players. But as this is a question intimately connected with the education of the people, and one that can only be solved gradually, and will hardly be attempted by the present generation, we wish to reserve the consideration of it for a chapter by itself. We will only say here that there is no question in which the national "*mens sana in corpore sano*" is more deeply involved. Those who look below the surface, and are not merely occupied with the political and passing events of the day, know that the fostering of a manly and generous spirit among the toiling masses can best be assured by elevating the character of their pastimes, and infusing into them the desire for fair play and the unselfishness that distinguishes them at their best. Good old Strutt, at the beginning of his 'Sports and Pastimes of the English People' (to which valuable work we are indebted for the substance of the historical sketch of athletics in England which we have attempted to draw), sets forth, in words that are well worth consideration, the motive and object of his work. He says that in order to form a just estimation of the character of any particular people, it is absolutely necessary to investigate the sports and pastimes most generally prevalent among them. War policy, and other contingent circumstances, may effectually place men at different times in different points of view, but when we follow them into their retirements, where no disguise is necessary, we are most likely to see them in their true state, and may best judge of their natural dispositions. The picture that he proceeds to draw of our fathers and forefathers is not one of which we can altogether feel proud if we dwell at all on the cruelty and the gambling that disfigured too many of their pastimes. Public sentiment has pronounced so strongly against the former of these vices



that no such sports as bull-baiting and bear-baiting, which formerly were considered fit spectacles even for ladies to grace with their presence, would be tolerated. The law has also to a certain extent, while operating against gambling, put a check on certain other amusements once common. Meantime since the beginning of the century the population has nearly trebled. The sports and amusements which were formerly popular with the citizens of London, or any other of the great cities, are now available only to a fraction of them; and should the inquiry which Strutt proposed to himself ever be made in the case of the larger number, it is to be feared that it would be found that they have no sports or amusements that can properly be classed as athletics, and that the pastimes they do indulge in are not such as contribute to the creation of the "*mens sana in corpore sano*." Whether anything can be done to remedy this defect or not is a difficult question, upon which we must not delay here. If anything can be done it will be necessary to begin with the young, who, as experience has shown, if without any traditions or habits of playing at games or of practising exercises, require to be taught and instructed in them before they will take to them or regard them at all in the light of amusement and recreation.

How, when once started and accepted by a community as part of their daily occupations, they may flourish and be the sources of health and enjoyment and social distinction, the history of athletics at our public schools and universities, and the experience of many who read these lines will amply testify.



## CHAPTER V.

## UNIVERSITIES AND PUBLIC SCHOOLS.

Development of athletics due to their example—Annual contests—Public schools—Generous traditions—Joy of games—Non-players—Fagging—Objects to be kept in view—House matches—Games that have died out—Games now in vogue adequate as physical exercise—University life—Pastimes—Many men take but little exercise—Reading men—Advice.

1. Development due to athletics at universities and public schools.

THE development of modern athletics, and their popularity with the general public, is due in a very large degree to the examples set by the Universities and Public Schools. The generous rivalry exhibited in matches and races between the representatives of these bodies has attracted general attention, not only because of the excellent play and excellent physique of those who take part in them, but also owing to the very conditions of the contest, in which the struggle is for the honour and glory of school or college or university, without any possible admixture of sordid or selfish motives to cast the shadow of suspicion upon the *bona fides* of the competitors. They are struggles in which the national soul has a joy and a pride, and that not unreasonably, if they have tended and do tend to elevate and purify the physical exercise and recreation of the national body. The influence that is thus exercised has increased enormously of late years. No one who is in the Metropolis during the week of the Universities Boat-race can fail to see the signs of the widespread interest taken in it, even by people who probably have never seen a boat in their lives. The colours in the shop-windows, and the bits of ribbon of light or dark blue tied on to the

cabmen's whips are outward and visible signs of a popular delight in the annual race, a delight which certainly has its value if it serves to encourage amateur rowing, and to make young and able-bodied men who want a vigorous and health-giving pastime turn their thoughts to Father Thames. The Universities cricket match at Lord's, and their athletic contests at Lillie Bridge, and the Eton and Harrow cricket match, have in their measure the same effect, popularising the pastimes of which they are annual, and as it were representative, exhibitions.

The public schools are the nurseries of the best of the national pastimes. Cricket and football, and, where there is a river, as at Eton, rowing, have their natural abodes amidst the vigour, the keenness, the energy, and the freshness of youth which is ever renewed. Here they have their best and most wholesome traditions fostering the spirit of generous and unselfish emulation, the spirit of fairness and honesty, the spirit of self-sacrifice and patriotism, which form and educate noble and manly characters capable of serving their country and of doing good to their fellow men. Here also they have their best time, if not their perfection, in a physical point of view. They assist growth, and develop the physical power while nature is building up the framework and nerves and muscles of the body towards its maturity. Here also they have their greatest delight and most memorable records in the individual life. What is there that can equal the joy of a good run down at football ending in a victorious goal, amidst the sympathetic applause of schoolfellows? Nothing can efface it. It is a bright spot in the old man's recollection of his boyhood. What can compare with the glory and present satisfaction of getting a wicket in the Lord's match, or that run by which the adversaries' score which promised them certain victory is placed in a minority of the one required? What can surpass in pleasure the sensation of easying under bridge after a hard race, while you watch the last two or three strokes of the House four or the pair or the sculler of whom you were so much afraid at the start?



Non-players.

Most boys come to a public school from one or other of the innumerable private schools in the country. As we have already said, the individual brings with him a certain amount of formed habit, and proclivities which much influence the use that he makes of the time he has for play in the larger world to which he is thus introduced. It might be supposed by any one who did not know the truths of public school life that most boys were keen to play. But, strange to say, a very large number of boys, perhaps the majority, would, if left to themselves, never play at all at any game which required any personal exertion. As a matter of fact a large percentage do nothing but "loaf," as it is called, being unwilling to submit to the discipline and the fatigue of games in common. It is owing to this that cricket and football fagging are in force at some of the public schools, which ensure that the younger boys shall at least be present at the games so many times a week. This may in some cases be a hardship, and as a rule we prefer the doctrine of liberty, *i.e.*, that a boy's playtime should be as far as possible at his own disposal. Still there is no doubt that a great many boys who have afterwards become good players at cricket or football have, by their own avowal, been saved from becoming do-nothings and "muffs" by this compulsory discipline of school athletics. Each public school has its own rules as regards this practice, which, though diversely interpreted by the individuals who have had to submit to it, has in each case the sanction of tradition and authority on its side, and cannot lightly be interfered with.

Cricket fagging and compulsory football.

Chief object to cherish, manliness, generosity, unselfishness.

The great object of those who have to do with school athletics should be to foster that which is manly and generous and free in them, the love of fairness and the praise of patience, of courage, and of skill, and to repress vanity and vainglory, and, more than all, any brutality or meanness in them. The more that the individual sinks himself and his own excellence in the thought of the good of his house, or of his side, the better he is likely to play. Few things are more distressing to boys themselves or to



others than the morbid self-consciousness which is the parent of the worst nervousness, and which is ever thinking about what others will think or say of "ME." Of this self-consciousness the deliberate habit of caring for one's side, and of repressing the thought of self on principle is the best cure. House matches of all kinds are good as affording opportunities for the nurture of patriotic and unselfish feelings and preparation for the actors in them to play on a larger stage with self-possession and coolness. They also afford the means of selection for greater events, and they or their equivalents may be described as the backbone of school athletics.

Cure morbid selfishness.

House matches.

Cricket, and football, and lawn tennis, and bicycling will find a place in another handbook, and be sure of adequate treatment at the hands of the distinguished amateurs who have undertaken their history and description. Of rowing as a pastime we shall speak more at length in the next chapter.

It is a feature which is worth noticing that some games formerly popular at the schools have died out. There is no doubt a tendency on the part of those which employ most boys and create most rivalry, to oust the others, especially as each of these has its season during which alone it is predominant. Thus at Eton, and we believe at most public schools, football is king during the autumn; fives, beagles, and athletic sports divide the spring between them; and in the summer rowing and cricket are supreme.

Some games have died out.

Thus it has come to pass that hockey, which in the days of our fathers was so popular that it gave a name to some fields now forgotten, has entirely disappeared. An attempt to revive it a few years ago at Eton was a failure, and, except when there is skating, it is almost unknown to the boys of this generation. A similar fate has overtaken rounders and prisoners' base, once popular in some of the public schools. On the other hand, lawn tennis, popular as it is in the holidays, can only find a very limited and precarious footing during the schooltime, owing to the exigencies and

Hockey.

Games now in  
vogue ade-  
quate as phy-  
sical exercises.

perhaps the jealousy of cricket. Still, for all those who have any physical vigour, each season has in the dominant games ample amusement and physical exercise, and brings with it the rivalries which afford opportunities for distinction. Without any formal system of gymnastics, boys who play at these games find exercise in them for the whole muscular system. Arms, legs, muscles of back and chest and abdomen, all get their share of work and recreation in the natural movement of the young animal. Heart and lungs also have plenty of work to do, and in most cases are benefited by the tasks imposed upon them. For activity and grace of movement, for healthy mind in healthy body, there is nothing human that can compare with the best specimens of public school life as they pass the threshold from boyhood into manhood.

3 University  
life.  
Pastimes.

Such an one passing to the university finds himself strangely at a loss respecting his recreation. It no longer is a matter of course, nor does he find everything to his hand as he has been accustomed to find it at school. He has to take his own line. If he is a cricketer, and it is the summer term, he has not much difficulty in finding that pastime with his college club. If he is an oarsman, he will soon find his way to the Isis or the Cam, and be welcome in his college boat. But if he be neither of these, he will betake himself to racquets or tennis if he can afford it, or else he will take to riding or walking or bicycling as exercise. A football player has more chance now than formerly in the autumn term. But, with the exception of the cricket and the rowing, a man has to take some trouble for himself to get recreation, and everything is more formal and viewed in a somewhat more serious light than at school. Rowing, of all the pastimes in favour at the universities, affords the most regular and probably the best physical exercise, and certainly the most economical in money and time. A very large number of men, beyond a short walk, take no exercise at all worth the name, and are not as a rule the better for it. But by this time men are their own masters so far as the adoption of any line of

Many men  
take but little  
exercise.



recreation is concerned, and each must choose for himself. Yet it cannot be too strongly impressed upon those who when still young feel the dislike of making any exertion, "too lazy to do this or to go there," that heart and lungs and brain as well as muscles of arms and legs have an interest, a life interest it might fitly be called, in their not yielding to ignavia. Similarly, to all reading men, and especially those who are working for an examination, we would say, "Your brain, in order that it may do its work, will require a continual supply, and that a large supply, of good arterial blood. What are you doing about your heart and lungs? They are deserving of all care on your part with a view to this examination which is your immediate object in view. They want exercise and fresh air to invigorate their movements and to oxidise the blood, without which your brain effort will be conducted under enfeebling conditions. And then, again, what are you doing as regards your brain? How many hours a day are you demanding work from it? It needs recreation and repose just as much as any tissue that is wasted by physical exertion. Take, then, out-door exercise, *as violent as you can physically afford*, regularly every day. Spend as much time as you can in the open air. Don't let your room get close and stuffy. Be careful as to diet. You ought to be in a kind of training, as you are in for severe physical competition, though you think it is only intellectual. Do, therefore, that which is fair by yourself in regard to physical exercise, and be quite assured, that your mental effort will be better and brighter, under good physical conditions, than if you ignore them and illtreat your brain by making it do work for you while your mode of life is absolutely enfeebling it."

Reading men.  
Advice as to  
healthy exercise.

Reading men who have narrow chests, and especially those who are short-sighted and inclined to stoop, should go to the gymnasium and perform, under the directions of the instructor, the light exercise which will tend to set them up and open the chest. They should, besides this, if they do not play at any games, never fail to ride if they



can afford it, or else take a brisk walk of not less than, say, four miles out and back every day. Or else they should go out by train, or drive out, some good distance, and walk back. And in their walk they should make it a rule not to talk about their work. Let the brain have a change to conversation about other things, to some out-door interest, to the botany, to the geology of the country they are traversing, at any rate to some variety which will give the fibres that have been kept at serious work that repose and recreation which is their due. Let them not forget that "*corpus sanum*" is quite as necessary to "*mens sana*," as "*mens sana*" is to "*corpus sanum*," if the whole man is to be at his best for the work to be done in life.

## CHAPTER VI.

### ROWING.

Numerous books but scanty records—Ancient—Mediæval—Modern—  
First regatta in England—Early clubs—Public schools and uni-  
versities—University race—Sculling championship—Henley Re-  
gatta—Amateur clubs—Decline in professional rowing—Boats,  
changes in build—Outrigger—Keelless—Coxswainless fours—  
Sliding-seat—Instruction in rowing—Eton papers—Stroke—  
Sculling—Canoeing—Swimming.

AS has been already stated, of the three most popular pastimes, cricket and football will be dealt with in another handbook. Rowing, therefore, alone remains to be treated of here. It is obvious that in a work of the present kind it would be impossible to do justice to a subject that would require for that purpose a treatise to itself. Already the art of rowing has a literature of its own, as the list given below will testify.\* If we may be allowed to do so, we would here wish to express our obligations to the authors enumerated for information culled from their pages and made use of in these.

Rowing, nu-  
merous works  
on.

It is remarkable how scanty, until quite recent times, are the records of Rowing, an art which at certain epochs has played no insignificant part in the world's history. It was the oar that brought Phœnician letters and civilization to

But scanty  
records.

\* Works on rowing : 'Principles of Rowing and Steering'; a well-known pamphlet, published at Oxford. 'Record of the University Boat Race,' Mr. Treherne. 'Eton Boating Book,' Mr. Blake-Humfrey. 'Boating at Oxford,' Mr. Knollys. 'Oxford and Cambridge Boat Races,' Mr. Macmichael. 'University Oars,' Dr. Morgan. 'Boat Racing,' Mr. Brickwood. 'Training in Theory and Practice,' Mr. McClaren. 'Rowing Almanack.' 'Account of the Regatta,' Kinch, Henley.

Greece. It was the oar that propelled the Hellenic fleet to Troy. It was the oar that saved Europe from Persian despotism. It was the skilful use of the oar by free citizens which was the glory of Athens in her prime. How is it that we know so little as to detail, that not even the acumen of a Boeckh, or the bold conceptions of a Graser, have been able to restore to us for certain, that "thing of life," the Attic trireme? We should like to know the disposition of the rowers on board that splendid fleet which started in its pride for Sicily, when 17,000 oars at a given signal smote the brine, and 100 long ships raced as far as Ægina. We should like to know about the sanitary arrangements, ventilation, etc., about the shape of the oars and the angle at which they touched the water. Or again, to pass to Roman times, we should like to have some satisfactory idea as to how the vast quinquiremes and hexiremes were propelled; some glimpse of the arrangement on board their vessels of that mass of human beings who rowed and perished in the greatest sea-fight of all time, in the battle of Ecnomus.

**Ancient.**

Boat-racing was not uncommon among the Greeks, as Professor Gardner has shown in an excellent paper on the subject.\* Any one who would wish to find a pretty name for his boat will do well to look at the list of Greek names of vessels he has given. That boat-racing was also common among the Romans, what admirer of Virgil will fail to believe? But among the Romans, as among the Greeks, the art of rowing deteriorated as it became, not a joyous pastime for freemen, but the cruel toil of slaves.

**Mediæval.**

In mediæval times the Venetian galleys used the same means of propulsion. But the art of building vessels for three or more banks of oars had been lost, and neither the paintings in the ducal palace at Venice, representing the fleet that fought at the battle of Lepanto, nor the patriotic enthusiasm of Admiral Fincati, nor the learned tomes of M. Jal can induce us to believe that we see in the long, low, red craft of Venice anything resembling, in

\* 'Journal of Hellenic Studies,' 1881.



external shape or internal arrangement, the trireme of the days of Phormio or Iphicrates.

Italy, however, was the home of rowing at a time when we have no record of it here; and the very word "regatta" which we have adopted shows that we owe something as regards the pastime to the countrymen of Columbus and Marino Faliero.

With the exception of the well-known story that graces most of the children's English History books, concerning Edgar the Peaceable, who was rowed in great state along the river Dee from his palace in the city of West Chester to the church of St. John and back again, by eight kings, himself, the ninth, acting as coxswain, little or nothing is heard of rowing in England till the year 1453, when John Norman, the then Lord Mayor, set the example of going by water to Westminster. This we are told made him popular with the watermen of the day, as his example was followed, and the use of pleasure boats by the citizens became common.

Next in importance to this event comes the foundation, Modern. in 1715, in honour of the accession of the House of Hanover, by Doggett the comedian, of a race for a coat and badge to be rowed for by watermen apprentices from Old Swan Stairs, near London Bridge, to the White Swan at Chelsea, annually, on the 1st of August. This race still continues, though not exactly on the old terms. The coat and the badge with the white horse of Hanover preserve the memory of the donor, and of the event in honour of which the race was instituted.

Mr. Brickwood in his well-known work tells us in a note First regatta in England. that "the first regatta on the Thames was held in front of Ranelagh Gardens on June 23rd, 1775." He does not give the authority. But we find in Strutt the following: "Of late years, the proprietor of Vauxhall Gardens, and Astley the rider, give each of them, in the course of the summer, a new wherry to be rowed for by a certain number of watermen, two of which (*sic*) are allowed to row in one boat, and these contests are extended to two or three heats or trials before

the successful candidates are determined." Strutt's book was first published in 1801, so that we have here a note of pair-oared races before the end of the last century. As Ranelagh Gardens was a rival institution to Vauxhall, and Astley, the rider, also a caterer for public entertainment, it seems probable that the first regatta of Ranelagh, in 1775, having made a successful *début*, caused a repetition and popularised the amusement.

Early amateur  
clubs,

It is clear that at the beginning of the present century there were a number of metropolitan amateur clubs in existence. The river, before old London Bridge was pulled down, and before steamboats ploughed its surface, must have been far more suitable for row-boats than it is now. But the doings of the clubs and the very names of all but a few have perished, "lost in long night, unwept, unknown, for want of bard divine." Mr. Brickwood cites the names of the "Star," the "Arrow," and the "Shark" clubs; to which we can add from the oral testimony of an ancient mariner, the "Siren," some members of which, about the year 1814, rowed a race from Putney Bridge to Kew Bridge, went on to Richmond and dined, and thence drove back to town.

Our informant added that matches from Westminster to Kew and Putney to Kew were not unusual at the time. The length of the race seems to us excessive. But the boats were large and held their way well, the oar-blades narrow, and the rate of stroke slow, and fouling not only allowed but practised as a matter of course. They generally rowed in white duck trousers and white or striped shirts or guernseys.

Rowing at  
public schools  
and univer-  
sities.

Of the public schools and universities, Eton seems to have been the first to gain fame in aquatics. It possessed a fleet of long boats certainly in 1811, if not before. In that year it had one ten-oar, three eight-oars, and two-six oars. The record of Westminster begins in 1813, and we hear of a challenge from Eton in 1808. But the school authorities of those days do not seem to have viewed the pastime with friendly eyes, and on this and on other



occasions took active measures (even to locking up half one crew) to prevent the race being rowed.

Rowing had already found favour at Oxford as an amusement. The first record of college eights racing is in 1815. At Cambridge, owing no doubt to the less inviting character of the river, eights do not seem to have been in fashion before 1827.

The first University race was rowed at Henley in 1829, University and the first Eton and Westminster match in the same year. race. These matches were not annual, as will be seen by the lists annexed. The Universities match has been annual since 1856. The Eton and Westminster match dropped for thirteen years after 1847 and was renewed in 1860, but since 1864 has been in abeyance.

UNIVERSITY RACES.\*

Year.	Date.	Winner.	Course.	Time.	Won by
1829	June 10	Oxford .	Henley . . . .	m. s.	easily.
1836	June 17	Cambridge	West. to Putney	14 30	1 min.
1839	April 3 .	Cambridge	West. to Putney	36 0	1 min. 45 sec.
1840	April 15	Cambridge	West. to Putney	31 0	$\frac{3}{4}$ length.
1841	April 14	Cambridge	West. to Putney	29 30	1 min. 4 sec.
1842	June 11	Oxford .	West. to Putney	23 30	13 sec.
1845	March 15	Cambridge	Putney to Mort.	30 45	36 sec.
1846	April 3 .	Cambridge	Mortlake to Put.	23 30	2 lengths.
1849	March 29	Cambridge	Putney to Mort.	21 5 <sup>1</sup>	easily.
1849	Dec. 15 .	Oxford .	Putney to Mort.	22 0	foul.
1852	April 3 .	Oxford .	Putney to Mort.	— —	27 sec.
1854	April 8 .	Oxford .	Putney to Mort.	21 36	11 strokes.
1856	March 15	Cambridge	Mortlake to Put.	25 29	$\frac{1}{2}$ length.
1857	April 4 .	Oxford .	Putney to Mort.	25 50	35 sec.
1858	March 27	Cambridge	Putney to Mort.	22 35 <sup>2</sup>	22 sec.
1859	April 15	Oxford .	Putney to Mort.	21 23	Camb. sank.
1860	March 31	Cambridge	Putney to Mort.	24 40	1 length.
1861	March 23	Oxford .	Putney to Mort.	26 5	48 sec.
1862	April 12	Oxford .	Putney to Mort.	23 30	30 sec.
1863	March 29	Oxford .	Mortlake to Put.	24 41	43 sec.
1864	March 19	Oxford .	Putney to Mort.	23 9 <sup>3</sup>	26 sec.
1865	April 8 .	Oxford .	Putney to Mort.	21 40	4 lengths.
1866	March 24	Oxford .	Putney to Mort.	21 24	15 sec.
1867	April 13	Oxford .	Putney to Mort.	25 35	$\frac{1}{2}$ length.
1868	April 4 .	Oxford .	Putney to Mort.	22 40	6 lengths.
1869	March 17	Oxford .	Putney to Mort.	20 56	3 lengths.
1870	April 6 .	Cambridge	Putney to Mort.	20 5	1 $\frac{1}{4}$ lengths.
1871	April 1 .	Cambridge	Putney to Mort.	22 4	1 length.
				23 5	

<sup>1</sup> The first University race rowed in outriggers.

<sup>2</sup> The first race in which either University rowed in the present style of eights without keels; also the first time either rowed with round oars. Both used the same kind of oars and boats.

<sup>3</sup> From the High Bridge to Putney Pier.

\* From the 'Rowing Almanack.'



UNIVERSITY RACES—*continued.*

Year.	Date.	Winner.	Course.	Time.	Won by
1872	March 23	Cambridge	Putney to Mort.	m. s. 21 15	2 lengths.
1873	March 29	Cambridge	Putney to Mort.	19 35 <sup>1</sup>	3½ lengths.
1874	March 28	Cambridge	Putney to Mort.	22 35	3 lengths.
1875	March 20	Oxford	Putney to Mort.	22 2 <sup>2</sup>	10 lengths.
1876	April 8 .	Cambridge	Putney to Mort.	20 20	8 lengths.
1877	March 24	{Oxford Cambridge}	Putney to Mort.	24 8 <sup>3</sup>	dead heat.
1878	April 13	Oxford	Putney to Mort.	22 13	10 lengths.
1879	April 5 .	Cambridge	Putney to Mort.	21 18	4 lengths.
1880	March 22	Oxford	Putney to Mort.	21 23	4 lengths.
1881	April 8 .	Oxford	Putney to Mort.	21 51	3 lengths.
1882	April 1 .	Oxford	Putney to Mort.	20 12	8 lengths.
1883	March 15	Oxford	Putney to Mort.	21 18	3½ lengths.
1884	April 7 .	Cambridge	Putney to Mort.	21 39	2½ lengths.

N.B.—In addition to the above, the Universities have contended together five times at Henley Regatta, in the same heat for the Grand Challenge Cup, and the following table shows the winners on those occasions:

Year.	Date.	Winner.	Time.	Won by
1845	June 7 . .	Cambridge . .	8m. 30s. . .	2 lengths.
1847	June 17 . .	Oxford . . .	8 4 . . .	2 lengths.
1851	June 17 . .	Oxford <sup>4</sup> . . .	7 45 . . .	6 lengths.
1853	June 11 . .	Oxford . . .	8 3 . . .	11 feet.
1855	June 25 . .	Cambridge . .	8 32 . . .	8½ lengths.

Also at the National Thames Regatta on June 22, 1824, Oxford beat Cambridge.

From the above record it will be seen that Oxford are now four matches ahead, forty-one having been rowed.

## ETON AND WESTMINSTER RACES.

Year.	From	To	Winner.	Remarks.
1829	Putney	{Hammersmith and back}	Eton	by ¼ of a mile.
1831	{Maidenhead Bridge}	{Queen's Eyot and back}	Eton	by ¼ of a mile, 45 min.
1836	Staines Bridge	{Penton Hook and back}	Eton	several boat's lengths.
1837	Datchet Bridge	{New Lock and back}	Westminster	{no time given. King William IV. present.
1842	Kew Eyot	Putney	Westminster	by 35 secs., in 34 mins.
1843	Putney	Mortlake	Eton	in 24 mins., by 45 secs
1845	Kew Eyot	Putney	Westminster	in 26 m., by 1 m. 5 s.
1846	Putney	Mortlake	Westminster	3 lengths.
1847	Barker's Rail	Putney	Eton	{in 25 mins. 50 secs. by 1 min. 30 secs.
1860	Putney	Chiswick Eyot	Eton	by 50 secs.
1861	Putney Bridge	Chiswick Eyot	Eton	by 7 or 8 lengths.
1862	Putney Bridge	Chiswick Eyot	Eton	in 13 mins. 5 secs.
1864	{200 yds. above Chiswick Eyot}	Star and Garter	Eton	by 27 secs.

<sup>1</sup> Only four steamers allowed since this year.

<sup>2</sup> Both crews used sliding seats for the first time.

<sup>4</sup> Cambridge lost a rowlock soon after starting.

<sup>3</sup> Oxford sprung an oar.

The sculling match for the championship was first rowed in 1831, when it was won by C. Campbell of Westminster, who retained it for fifteen years, when it was wrested from him by R. Coombes of Vauxhall, a small man not scaling 9 stone, but of surprising power for his size, who held it till 1852. Of late years the Colonies have laid claim to it with success, and it has been in the keeping of Hanlan, of Toronto (who is deservedly considered the finest sculler in the world), ever since 1879.

Sculling  
championship.

Henley Regatta was founded in 1839, and has ever since been regarded as the principal aquatic event of the year, after the race between the two Universities at Easter.

Henley Re-  
gatta.

Here about the beginning of July is held the great amateur gathering, which seems year by year to gain in popularity. Here every class of rowing may be observed, eights, fours, pairs, and scullers. College eights from the universities, from the great metropolitan clubs, and from the schools, and scullers from all parts come to contend, and lend animation to river and river-bank with flashing oars and coats of many colours. As a spectacle, few things are more enchanting than Henley in fine weather at the time of the Regatta. Of late years the crowd of spectators on the water has been excessive, so that the course has been encroached upon to an extent operating very unfairly upon crews starting on the Bucks side. This and the question of the corner which gives an advantage to crews on the Berks side on most days are two subjects which agitate the rowing mind at the present day whenever thoughts are turned to the coming Regatta.

The Leander Club, founded probably about 1820, is the oldest of the existing metropolitan clubs. The London Rowing Club was founded in 1856, and such has been during the last thirty years the increasing popularity of rowing as a pastime, that the metropolitan and suburban clubs alone number over forty at the present time.

Amateur  
clubs.

Next to Henley the most important regatta is the Metropolitan Amateur Regatta established in 1866. The Thames National Regatta for Watermen came to a con-

Decline of  
professional  
rowing.



clusion in that same year, and though a Thames Regatta was established in 1868 to supply its place, it cannot be said to have flourished, even if it still survives. Not even the prizes given by the great liberality of Messrs. Chinnery for scullers have been able to resuscitate professional skill and power, which used to be able in sculling and rowing to hold its own against the world. Steam has to a certain extent contributed to this result, as the waterside population no longer can make a livelihood by conveyance of passengers in rowing boats. Hence there are fewer professional watermen than in former times. But this will hardly account entirely for the decline of professional rowing, which is as conspicuous as is the increasing popularity of the pastime with amateurs.

Changes in  
build, etc., of  
boats.

It would be superfluous here to follow the history of aquatic events any further, as information regarding them is so easily accessible in the books already quoted. But there have been certain changes in the build of boats, and in the fittings of them, as well as in the shape of oars, which are noticeable as affecting the speed, and in some degrees the method, of propulsion. These are deserving of attention.

Early boats.

The boats of the earlier time were large and roomy craft, and would be considered barge-like by the amateur of the present day. Some had a gangboard down the centre. It was no uncommon thing for the captain to shove off from shore or out of locks (races actually went through the locks, the boats waiting for each other if in sight), and then to run down the middle of the boat and take his place at the stroke oar. The boats were therefore very much broader in beam and shorter in length than modern craft.

Invention of  
outrigger.

The upper streak was in one line, with the rowlocks let into it gig-fashion. The first change was the cutting-down of the upper and second streaks between the rowlocks, with a view to reducing the weight. Then followed the invention of the outrigger by Clasper about the year 1842, first adopted in the University race of 1846. This invention



enabled the beam to be contracted, while the length of the oar in-board remained the same. Gradually the outriggers were lengthened (having at first been only about eight inches long) and the beam contracted, until a racing eight took the form of a narrow ship 57 to 60 feet long and about two feet wide at the broadest part. These were all "clinker-built," that is in "streaks" overlapping each other, a mode of build still usual in what are called gig-boats. Efforts were being made by boat-builders to adapt the "Carvel build," so as to give a perfectly smooth exterior to the water, and by the year 1855 many college eights at Oxford were of this build, which was becoming common. All these boats had a keel. But in the next year, 1856, a keelless boat, Keelless boat. built with a thin cedar skin fitted on to strong ribs, by Matthew Taylor, for the Royal Chester Rowing Club, carried everything before it at Henley Regatta, and became the pattern of construction for racing boats of the present day. Keelless boats were used by both the Universities in the 1857 race at Putney.

The oars of the olden time were square in the loom, Oars. with a square button to prevent them slipping out of the rowlock. The blades were long and much narrower than those of the present day, and the stroke was rowed at a greater angle to the water. Gradually, as the boats have decreased in size and the oarsman has been brought down nearer to the level of the water, the blades have been made shorter and broader. The usual type of blade now is about three feet in length, and six inches, or even more, at the extreme end, which is the widest part. An improvement remains to be adopted by which the whole blade will be immersed at once, thus taking the whole of its propelling area into play without any "slip," as is at present the case. The normal length of oars is from three feet six inches to three feet nine inches in-board, eight feet seven inches to nine feet out-board, the balance of the oar out-board depending on these proportions. Sculls for racing purposes are generally about ten feet long with five-inch blades, and are used overhanded, that is to say, with the

handles overlapping when the sculls are perpendicular to the sides of the boat.

Coxswainless  
fours.

Of late years four-oars, which till the year 1873 used to carry a coxswain at the regattas, have been rowed without coxswains; the steering being effected by an ingenious apparatus whereby one of the crew turns the rudder either to the right or left by the pressure or inclination of either foot. It cannot be said that the steering of four oars has been improved by the transfer of the yoke-lines from the hands to the feet, nor is it likely to be satisfactory until by some process of evolution the "jolly young waterman" of the future is provided with eyes in the back of his head. But some improvement no doubt will be made in the steering gear, the adaptation of electricity to which is a problem not unlikely to be solved by some scientific and practical oarsman at no distant date.

Sliding-seat.

But of all the improvements in the boats of modern days the most remarkable is that of the sliding-seat, an American invention first publicly used in 1870. This enables the rower to shift his position during the stroke from a point as near to the thwart, against which he works, as the bending of his knees upwards, while his feet are firm against the stretcher, will allow, to a point as far off from that work as the straightening of his legs and flattening of his knees will carry him. This, in the case of a man of six feet in height, is as nearly as possible *fifteen* inches, horizontally measured. This is the extreme; but as there is in the extreme forward position a loss of power to the body in the boat, owing to the cramping of the muscles, and in the extreme backward position a loss of power in the action of the oar in the water, and a difficulty in recovery created, these extremes are as a rule avoided, and a margin allowed at either end, reducing the actual length of slide to from twelve to nine or even six inches, according to the judgment of the individual or the trainer of the crews.

In the old type of boats, when the oarsman was seated *high* above the water, he could at the beginning of the



stroke actually lift himself off his seat, and let the whole weight of his body tell on the handle of the oar and the stretcher simultaneously. As the angle at which the oar touched the water, owing to the improvements in boat-building, became more acute, the weight of the man was brought more and more on to the seat and less and less on to the stretcher. Hence, when in accordance with the true principles of the stroke a man sought to apply his weight as well as his strength to the handle of the oar, it was still an attempt to suspend himself between the handle of the oar and the stretcher, leaving as little of his weight on the seat as possible. But it is obvious that, owing to his position at a fixed distance, twelve or thirteen inches from his work, this suspension of the body could only operate during the first few inches of the stroke; that is, when his body was well forward. As soon as the body neared the perpendicular line the weight resided on to the seat, and the remainder of the stroke was accomplished by muscular contraction alone. Already towards the end of the days of fixed seats there was a tendency to set the work nearer to the seat, and some of the fastest crews at Henley were rowing with work at  $11\frac{1}{4}"$ ,  $11"$ , or even  $10\frac{1}{4}"$ . If a very fast stroke is rowed, it will naturally be shorter in the water than a slow one; and as the first half of the stroke is the most important part of it, that distance was sought out which, owing to the position of his body in relation to the handle of the oar and the stretcher, would enable the man to employ his weight at the beginning to the best advantage. Already the prolongation of this advantageous position by sliding back on a fixed seat lubricated for the purpose had been practised by some scullers and some oarsmen, but for obvious reasons it was only partially successful. Still it was a move in every sense in the right direction for the continuation of the muscular effort, by which weight and strength could be applied to the water, and the muscular effort of the legs maintained for a longer time. Thus much may be said as to the physical aspect of the question up to this point; but there



is also the mechanical, which was engaging the attention of clever oarsmen on the other side of the Atlantic.

Advantage of  
sliding over  
fixed seat.

Mechanically speaking, in rowing, the water is the fulcrum, the boat is the weight to be moved, the oar is the lever, and the man applies the power. The leverage is most powerful when applied at right angles to the weight ; but in the problem to be solved, owing to the motion of the oar itself through the water, and the motion of the boat through the water, the moment at which this can be the case is extremely transient. Could any satisfactory mechanism be devised by which the weight—that is the thowl against which he rows—could be moved forward during the stroke, while the oarsman was still in the position to exert his full power against it, we might expect a great increase of speed. This however is a structural problem not yet solved. But the sliding seat in some measure answers the purpose by enabling the oarsman or sculler to continue his physical effort by the straightening of his legs in such a way that his power and his weight, which is, as we have shown, most available at the beginning of the stroke, is operative in the water for a longer period during each stroke than it could be if he was on a fixed seat. The gain is much less than that of a moving rowlock would be, because, owing to the rising of the knees when the slider is forward a man cannot obtain a much greater reach forward than he could on a fixed seat. It is when the body has moved up towards the perpendicular, and the water has already been got hold of, that the advantage of the sliding seat begins. As the slider moves back, the uncoiling of the human spring, which is bedded in the stretcher, can go on with undiminished force for the distance of the slide, when the pressure of the legs ceases and the weight of the body is again entirely thrown on the seat. The mechanical advantage is here mostly after the rowlock, and that, as we have already stated, is the least valuable part of the stroke, especially in a light boat. Still the gain is considerable, as it enables more weight and more strength to be applied to the oar for a longer portion of the stroke.

Further, there has been for grown men a physical gain in that the increased length of stroke enables the same pace to be attained with fewer strokes per minute. The pace of inferior or mediocre crews accordingly has been improved. Moreover, the effort of swinging the body forward to its fullest reach, which on the fixed seat was necessary, is now greatly reduced by the mechanism of the slide, and consequently the exertion to heart and lungs is much less. This is a gain to those who, by reason of age and figure, are not so lithe and active as in boyhood; but it has been a loss to public school crews, who could make up formerly by pace of stroke and agility for their inferiority in strength to men. The record of the Ladies' Challenge Plate at Henley bears witness to this.

As regards increase of pace it is not so great in the case of eight oars as might have been imagined and is often stated. Increase of  
pace not so  
great as might  
be expected.

The average pace of the last ten years, according to the 'Rowing Almanack,' of fixed seats (1863-1872) and of sliding seats (1874-1883) was as follows:

				Fixed. min. sec.	Sliding. min. sec.
Grand Challenge Cup.	.	.	.	7'48	7'45
Ladies' Plate	.	.	.	7'53	8'5
University Boat Race.	.	.	.	22'11	21'44

The last ten years however at Henley have not been favourable to speed, or no doubt the slider would have shown to greater advantage. As it is, the chief eight-oar races at Henley when taken together show at present on the ten years an average of 9 seconds in favour of the fixed seat. The University race, on the other hand, of  $4\frac{1}{4}$  miles on the tideway gives an advantage to the slider of 27 seconds.

The best pace of the fixed seat and of the slider compared on the Henley course is given in the 'Rowing Almanack' as follows:

				Fixed. min. sec.	Slider. min. sec. sec.
Eight-oars	.	.	.	7'18	7'3 — 15
Four-oars.	.	.	.	8'5	7'56 — 9
Pairs	.	.	.	9'0	8'45 — 15
Sculls	.	.	.	9'6	9'10 — 4
University Race	.	.	.	20'5	19'35 — 40



But these instances, though interesting, are not really to be relied on as determining the question of relative advantage, for the circumstances under which the races in question were rowed were different, and stream and wind are far more potent in helping or retarding the pace of a boat than any adjustment of fixed seats or sliders can be.

Instruction in rowing.

1. Individual.
2. Collective.

To row in one of the great races of the year is a legitimate aspiration for any amateur, but before he can reach that excellence which would fit him for such an honour, he must have learnt the art of rowing from the beginning. He must have learnt it individually, so as to be able to apply his own body and limbs correctly to the actual work of propulsion. He must have learnt it socially, so to speak, as a part of a crew, so as to be able to keep time and rhythm and exactness in the application of his power at the right moment with the stroke. Those who teach rowing have to teach it individually and collectively, which are two very different things. It would exceed the limits of the present handbook to attempt to enter into the details of instruction for either individual or crew. We subjoin, however, copies of the two summaries which have formed the basis of the teaching of the Eton crews who have rowed for the Ladies' Challenge Plate at Henley during the last twenty years.

Eton papers.

### NOTES ON THE STROKE.

- XA. οὐ μὴ φλυαρήσεις ἔχων ἀλλ' ἀντιβὰς  
ἐλαῖς προθύμως;
- ΔΙ. κἄτα πῶς δυνήσομαι,  
ἄπειρος ἀθαλάττωτος ἀσαλαμίνιος  
ὦν εἴτ' ἐλαύνειν;
- XA. ῥᾶστ' ἀκούσει γὰρ μέλη  
κάλλιςτ', ἐπειδὴν ἐμβαλῆς ἄπαξ.—*Ar. Ran.* 202.

The moment the oar touches the body, drop the hands smartly straight down, then turn the wrists sharply and at once shoot out the hands in a straight line to the front, *inclining* the body forward from the thigh-joints, and



simultaneously bring up the slider, regulating the time by the swing forward of the body according to the stroke. Let the chest and stomach come well forward, the shoulders be kept back ; the inside arm be straightened, the inside wrist a little raised, the oar grasped in the hands, but not pressed upon more than is necessary to maintain the blade in its proper straight line as it goes back ; the head kept up, the eyes fixed on the outside shoulder of the man before you. As the body and arms come forward to their full extent, the wrists having been quickly turned, the hands must be raised sharply, and the blade of the oar brought to its full depth at once. At that moment, without the loss of a thousandth part of a second, the whole weight of the body must be thrown on to the oar and the stretcher, by the body springing back, so that the oar may catch hold of the water sharply, and be driven through it by a force unwavering and uniform. As soon as the oar has got hold of the water, and the beginning of the stroke has been effected as described, flatten the knees, and so, using the muscles of the legs, keep up the pressure of the beginning uniform through the backward motion of the body. Let the arms be rigid at the beginning of the stroke. When the body reaches the perpendicular, let the elbows be bent and dropped close past the sides to the rear—the shoulders dropping and disclosing the chest to the front ; the back, if anything, curved inwards rather than outwards, but not strained in any way. The body, in fact, should assume a natural upright sitting posture, with the shoulders well thrown back. In this position the oar should come to it and the feather commence.

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*N.B.*—It is important to remember that the body should never stop still. In its motion backwards and forwards it should imitate the pendulum of a clock. When it has ceased to go forward it has begun to go back.

There are it will appear, from consideration of the above directions, about 27 distinct points, *articuli* as it were, of the stroke. No one should attempt to coach a crew

without striving to obtain a practical insight into their nature and order of succession.

Let a coxswain also remember that, in teaching men to row, his object should be to teach them to economise their *strength* by using properly their *weight*. Their weight is always in the boat along with them; their strength, if misapplied, very soon evaporates.

E. W.

ETON, Feb. 12, 1875.

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### NOTES ON COACHING.

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Ἐπισταμένοις δ' ὑμῶν γράφω ὅτι ὀλίγοι τῶν ναυτῶν οἱ ἐξορμῶντές τε ναῦν καὶ ξυνέχοντες τὴν εἰρεσίαν.—THUCYD. VII.

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In teaching a crew you have to deal with—

- A. Crew collectively;
- B. Crew individually.

#### A. COLLECTIVE—

1. Time—*a.* Oars in and out together.  
*β.* Feather, same height—keep it down.  
*γ.* Stroke, same depth—cover the blades, but not above the blue.
2. Swing—*a.* Bodies forward and back together.  
*β.* Sliders together.  
*γ.* Eyes in the boat.
3. Work—*a.* Beginning—together, sharp—hard.  
*β.* Turns of the wrist—on and off of the feather, sharp, but not too soon.  
*γ.* Rise of the hands—sharp, just before stroke begins.  
*δ.* Drop of the hands—sharp, just after it ends.

General Exhortations—"Time!" "Beginning!" "Smite!" "Keep it long!" and the like—to be given at the right moment, not used as mere parrot cries.



B. INDIVIDUAL—1. Faults of Position.

2. Faults of Movement.

N.B.—These concern Body—Hands—Arms—Legs, and sometimes Head and Neck.

1. Point out when you easy, or when you come in, or best of all, in a gig. *Show* as well as *say* what is wrong and what is right.

N.B.—Mind you *are* right. "*Decipit exemplar vitiis imitabile.*"

2. To be pointed out during the row and corrected. Apply the principles taught in "E. W.'s" paper on the stroke, beginning with bow and working to stroke, interspersing exhortations (A) at the proper time.

N.B.—Never *hammer* at any one individual. If one or two admonitions don't bring him right, wait a bit, and then try him again.

For coaching purposes, not too fast a stroke and not too slow. About 30 per minute is right.

Before you start, see that your men have got their stretchers right and are sitting straight to their work.

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HE TEACHES BEST WHO, WHILE HE IS TEACHING,  
REMEMBERS THAT HE TOO HAS MUCH TO LEARN.

E. W.

ETON, *March 1st*, 1875.

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Those who desire to learn more from books upon the *Addenda* subject, should consult the 'Principles of Rowing and Steering,' and Mr. Brickwood's treatise on 'Boat-Racing.'

It is all-important to begin to learn to row on a fixed seat, and to understand the correct position for hands, legs and body when first taking a seat in a boat, and the reason for each. These concern the health as much as the successful manipulation of the oar. The positions should all be natural and unconstrained. All tricks, such as side jerking of the knees, turning of the head on one side,



looking at the oar during the stroke, arching outwards of the back, turning out of the elbows, etc., should be avoided by the learner and corrected by the teacher.

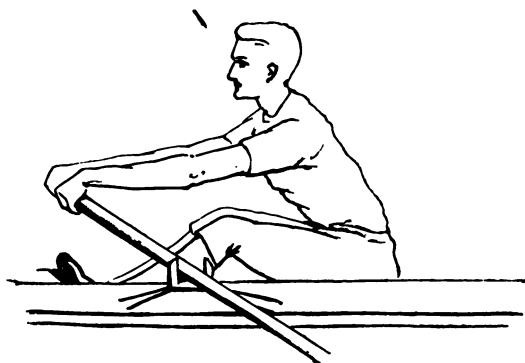


FIG. 1.—ROWING. FIXED SEAT—FORWARD.

Considering the strain which is put on the muscles during the stroke, it is most important that at the end of the stroke and during the recovery no more muscular

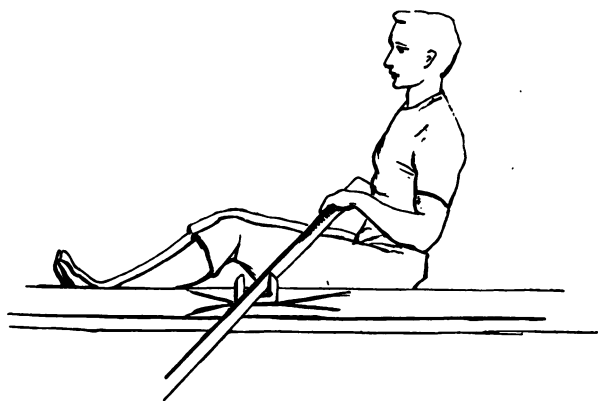


FIG. 2.—ROWING. FIXED SEAT—BACK.

power should be exerted than is necessary for the bringing forward the body and the oar into the position for the next beginning. During this time of muscular relaxation the *chest* should be expanded, the shoulders kept from con-

verging inwards, the arms shot out in a straight line from the body, with hands rising towards the level of the shoulder. Thus a good inspiration can be taken, filling

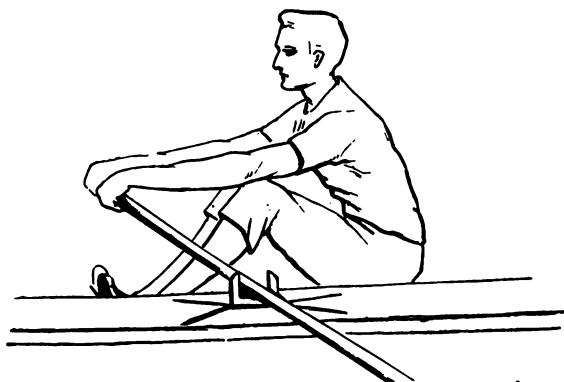


FIG. 3.—ROWING. SLIDER—FORWARD

the lungs and supplying its full share of oxidised blood to the heart, which will also be left free for its expansion and

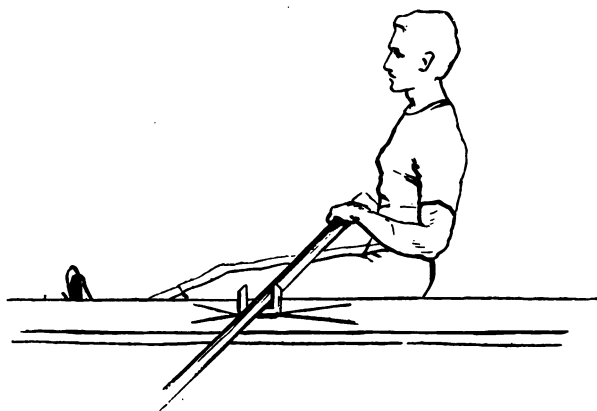


FIG. 4.—ROWING. SLIDER—BACK.

contraction, quickened by the exercise of rowing, if the chest is uncontracted and the back straight.

It cannot be too strongly insisted on with beginners that not only the muscles of arms and legs have to be got into

rowing condition in order to do the work satisfactorily, but that heart and lungs also have to be habituated to do their share, which is no small part of the work.

In teaching a beginner, nothing is more prejudicial than to keep him going too long at a time. Frequent "easies," and explanations, and practical examples, the coach showing him, by taking the oar himself, what he has done wrong and how to do right, help and encourage him better than any long labour will do. As he becomes more handy the effort can be prolonged with advantage, and faults talked about afterwards. There are two very common faults in coaching, especially where, as is often the case at public schools and the universities, those who undertake to teach have themselves very imperfect knowledge of the art. They say too much, they think too little about the causes of faults, and are content with telling the individual to correct them without letting him know how to do it. It is most important to get men or boys to use their brains in rowing as well as their arms and legs. We remember a saying, that was in old days handed down in our College Boat Club, and attributed to a famous and most conscientious oarsman (who has now taken his seat on the judicial bench): "I never row a stroke without thinking if there is anything wrong with it." This should be the habit of mind in the oarsman who wishes to excel. But it is not easily created by the bewildering discipline to which many beginners are subject. We remember seeing on the Isis some years ago, one fine afternoon in the beginning of the summer term, a luckless four being coached, presumably with a view to the summer races. They had great wealth of instructors. Two they carried in the boat, a roomy gig, with them beside the coxswain, and two were running on the bank. All were shouting at them at intervals. It would be very difficult to learn or to maintain a conscientious resolve to correct one's faults under the circumstances. It is an axiom that one, and one only, should teach at a time, and that the crew should understand who *it is* to whom they are to listen.



A stroke, as has often been said, like a poet, "nascitur, The stroke. non fit," but any one who is placed in that position should remember in the first place that the crew has to row to him and not he to the crew. He should be careful to maintain the same number of strokes per minute, unless he deliberately desires to quicken or to slow down. He should be master of the time. He should also set the work. Many a crew is apparently rowing in time, that is to say, with oars entering and leaving the water at the same time, but in reality is not doing the work simultaneously. It is the stroke's chief function to secure that identity of catch at the beginning, on the part of the whole crew, which, if they are powerful and row it through, means pace, and probably victory. There have been light strokes behind whom powerful crews have done great things, but as a rule it is well that a stroke in reach and power should not be below the average of his crew.

To the sculler the rules given above will equally apply, Sculling. allowance being made for his work being divided between his two hands. As the sculls overlap he will have to move one hand above the other as they pass in the middle of the stroke and the recovery. It does not matter which is uppermost, but it is of great importance that the action should be even and regular, so that the boat may be kept evenly balanced. The beginning of the stroke is, with the sculler as with the oarsman, most important. Most important also that he should slide at the right moment, not too soon, but as soon as he has got hold of the water, not relaxing for an instant his grip, but carrying his whole body back by one effort, thus lifting his boat as it were over the water. His recovery should be even also, the hands dropping so as to bring the sculls cleanly out of the water. There should be no bumping up and down, which stops the way of the boat. He should not look at his toes, a common fault, but at the distant points upon which he can keep the stern of his boat so as to steer her proper course. He will often have to turn his head to avoid collisions on a crowded river, and he must learn

to do this without endangering his balance or checking his pace.

We have dwelt upon rowing in its relation to racing craft, chiefly because it is in these that the highest exercise

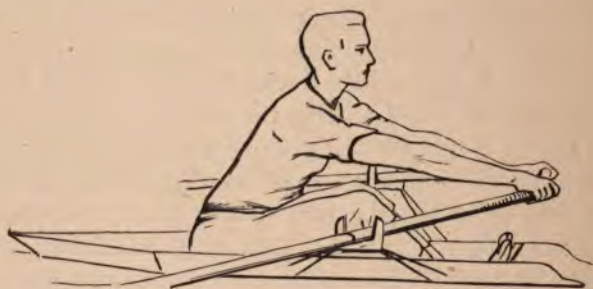


FIG. 5.—SCULLING. FIXED SEAT—FORWARD.

of the art is to be found. But for those who do not aspire to race, there is no more healthy exercise than rowing, none more full of pleasure and variety. Even

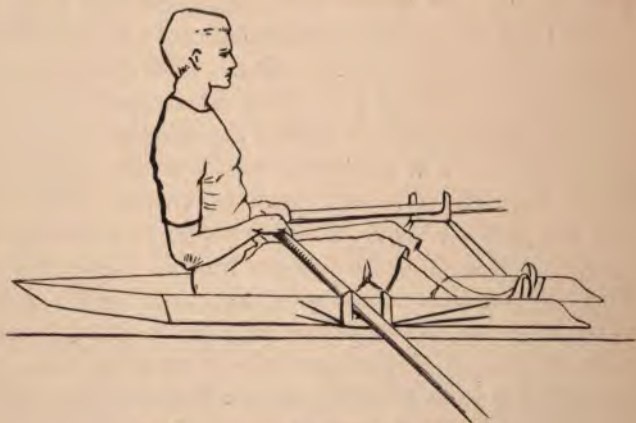


FIG. 6.—SCULLING. FIXED SEAT—BACK.

these will desire to know how to row, and should try to learn the art, so as to be able to apply it in practice without exhibiting ungainly form, or ludicrous efforts. To row correctly is to row with ease, saving thereby much

unnecessary labour, and much discomfort. Pleasure boats and their fittings are now for the most part so much better and lighter than those in which our fathers rowed

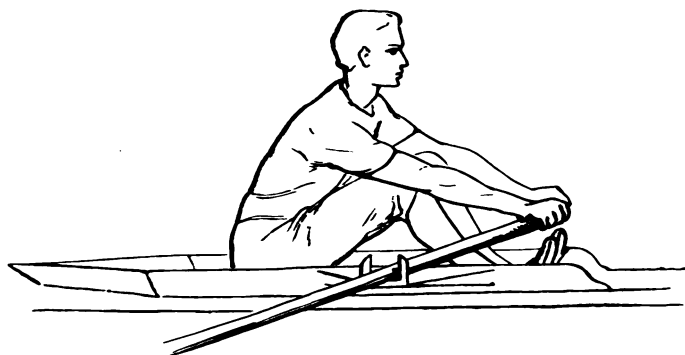


FIG. 7.—SCULLING. SLIDER—FORWARD.

their long races from Westminster to Kew, that the exercise has become much more inviting than it was in their day. The railways also give facilities for reaching

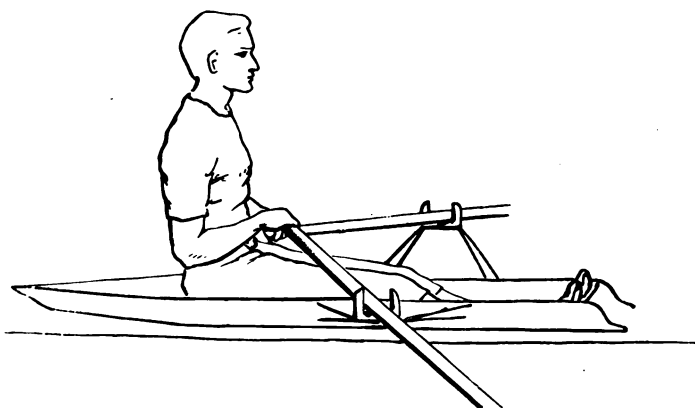


FIG. 8.—SCULLING. SLIDER—BACK.

water on the Thames and other streams, where boats are plentiful, and the charms of river scenery inexhaustible. What better recreation can any one wearied with brain work and the cares of business desire?



## Canoeing.

Though the regular oarsman may affect to look down upon canoeing, yet Mr. John McGregor, in his popular books, has shown how in a little vessel of the kind great distances may be travelled, and great enjoyment be obtained. Far, therefore, be it from us to speak with anything but respect of canoeing. As a muscular exercise we prefer rowing and sculling, but still for those who do not, the next best thing, as far as exercise on the water is concerned, is to paddle a canoe.

## Swimming.

The danger of upsetting, which is hereby suggested, makes us inclined to say one word with reference to an accomplishment of great importance to those who take their pastime on the water, viz., swimming. More people know how to swim now than formerly, but still many of those who habitually frequent the river do not.

The swimming baths now established in the Metropolis afford opportunities for learning the art, of which many boys and young men might avail themselves. The rule established at Eton in the year 1840, by the exertions of that great and good man George Selwyn, afterwards Bishop of New Zealand and Bishop of Lichfield successively, under which boys, before they are allowed to go out in boats, have to *pass* in swimming, has been effectual there in the prevention of fatal accidents, only one case having occurred since that time, though swamping, as may be believed, is very frequent. Every year, on an average, about 150 boys learn to swim and pass the test. Though it would not be possible to enforce any such rule except at a school, yet the success of the system that has been thus in force for more than forty years suggests the idea that a good work might be done if public swimming baths could be still further multiplied, and if some encouragement were given to lads to pass a similar test. Many of the catastrophes which now turn parties of pleasure into parties of mourning would be prevented thereby, and many a life saved.

## CHAPTER VII.

### TRAINING.

Necessity of — Books on — History — Object and practice — Diet — Exercise — Staleness — Bathing — Dress — Mental occupation — Sleep — Going out of training.

WE have already referred to the necessity of preparing Necessity of training. not only the external muscles of the frame for any severe effort like a race, but also the great internal organs, heart and lungs, which supply the power and living energy by which the effort is made and maintained.

Dr. Morgan, in his valuable work entitled '*University Books. Oars*,'\* has treated the whole question of training for rowing with the knowledge which could be brought to bear upon it only by a medical man who was also himself an accomplished oarsman. He has shown how groundless was the idea, once common, that rowing in general, and more especially rowing in the University race, was the cause of disease, and premature death, to those who ventured to take part in such a violent exercise—such a suicidal contest! Out of 294 old University oarsmen he discovered that but about six per cent. were even said by themselves or by others to have been injured, and in most of these cases careful inquiry showed that neither rowing nor the race was to blame. The interesting book lately published by Mr. Treherne, giving the record of the University Boat Race, fully bears out this conclusion.

While therefore we may fearlessly uphold the character

\* '*University Oars*,' by John Ed. Morgan, M.D. Macmillan. 1873.



of rowing as a healthy pastime, it will not be out of place here to point out that in rowing, as in all athletic exercises, training is necessary if any great and severe call is to be made upon the muscles and organs of the body.

History.

The history of training as known to amateur oarsmen of the present day is interesting as showing the persistency of a mistaken notion, in matters of diet and exercise, when once it has been admitted. Thirty years ago crews in training were the victims of a system based upon a fallacy, and suffered much discomfort in religiously conforming to that which was no better than a groundless superstition. Any amount of under-done meat with stale bread, but hardly any vegetables; a severe restriction as to the quantity of liquid, while, as to quality, strong beer was prescribed as strengthening, and nothing else believed in; hard running in the morning, and on an average sixteen miles of river-work in the afternoon; such in respect of diet and exercise was the fate of oarsmen at the universities, and we believe also in the Metropolitan clubs that then existed, though probably they were less under the dominion of absurd rules. All this arose from a mistaken notion as to the nature of training. It was a system copied from the training of professional watermen and then still further exaggerated. But a waterman in those days, except he was in training, hardly ever touched meat. Beer no doubt he got, but not of the best. Vegetables, except potatoes and perhaps onions, he rarely saw. His training, to get into condition if he was backed for a race, was a period of unusual luxury for him, and he was not very particular about his meat being well done. And so it came about that when inquiry was made by admiring amateur oarsmen of Bob Coombes or Chambers as to what they did in the way of diet, the information received was regarded as a recipe, and its practice ordained by rule. A little reflection might have told us that the waterman's antecedents as to diet were not the same as an amateur's, and that the training of the latter should be "with a difference." After suffering much from boils, etc., some of us did reflect, and a



more rational system was introduced into the training of University crews about twenty-six years ago. Since that time the whole subject has been thoroughly treated by competent authorities, and no one need now be ignorant of the right practice of training, or of the sound principles upon which it is based. The books of the late Mr. M'Laren on 'Training in Theory and Practice,' and of Dr. Edward Smith on 'Practical Dietary,' give all necessary information on the subject.

The main object of training is good health and fitness for a particular kind of hard work. Diet and exercise and sleep and clothing have to be considered in relation to it. While referring to the works above mentioned any one who wishes to master the subject in its details, we may here give a few general rules which will be found useful to all who love vigorous exercises or care to excel in athletics of any kind.

Object and  
practice of  
training.

In these as in greater things the poet's words are true :—

"Self-reverence, self-knowledge, self-control—  
These three alone lead life to sovereign power."

The first maxim is, "Be temperate in all things." Do not, if out of condition, attempt that which requires preparation and training. Many a man has been foolish enough to be "dared to do" a thing which has cost him much more in life, and perhaps in death, than it was worth. To row or run a severe race, to attempt any feat with weights, or in gymnastics, while muscles and internal organs are utterly unprepared for the strain, is the act of the "*mens insana!*" These and the like are the things which cause strains and sprains and varicose veins, and ricks and aneurisms and cardiac dilatations, and other horrors. Therefore let any one who has any regard for a "*sanum corpus*" be so far careful of himself as to avoid calling upon it for efforts of the kind, if it has been living a sedentary life without any opportunity of getting into condition, or if it is convalescent from an illness, or if it is suffering for the moment from a cold, or sore throat, or cough.

## Diet.

The next point is diet. Let meals be regular and simple. As a rule, do not eat or drink between them. If you wish to get into condition, avoid things that are not easy of digestion. As a rule, at meals eat before drinking. Let breakfast have its tea and bread-and-butter, and egg or fish boiled, or chops or steaks, etc., and a little marmalade to finish withal if you please, but do not make it too heavy a meal. Let luncheon have but a spare portion; half-a-pint of good wholesome bitter beer, or, if accustomed to it, a glass of sherry (better without wine, if not your habit, in the middle of the day), and bread-and-butter and, if needed, some good jelly. We are supposing the hard exercise to be taken in the afternoon. Let dinner have its due variety. Fish (boiled, not fried), fresh meat, plenty of boiled vegetables, rice, sago, tapioca, any light puddings. For dessert a couple of figs or an orange, and some dry biscuit and one glass of good sound wine may be allowed. At dinner drink not more than two ordinary glasses of beer, or claret and water if preferred. Avoid things fried in butter or dripping. Avoid all greasy things, all raw vegetables, salads, and the like. A few watercresses, and in summer a few strawberries may be allowed at breakfast.

## Exercise.

As to exercise, the amount necessary must be determined by the nature of the contest in view. If you are going to row a race it is necessary to take running, or, at any rate, sharp walking exercise, so as to give the muscles of the legs their tone, as well as to improve the condition of heart and lungs. This work should be done in the morning, but not overdone, and it should begin with short distances and gradually be increased as the powers are developed. Vary the pace, and after running walk quietly back home, so as to let heart and lungs settle down to normal work after the effort of quickened motion.

The amount of rowing to be done must be determined by the trainer. If it is a four or an eight, he has the double business of individual and collective teaching to do, and can so vary the work of long-boat and gig practice as to adjust the necessary amount according to the require-



ments of his crew. In this, experience must be his guide. He should avoid overtaxing his crew by long rows at first. He should remember that the strength of a chain is to be measured by its weakest link, and that as to long rows, what the weakest man in the crew can do with safety must be the measure of the amount he requires from the whole crew. To knock the one up, though the other seven may be benefited, is tantamount to throwing away the chance of victory. On the other hand, it is quite possible to err in letting a crew do too little, as regards both pace of stroke and distance. No absolute rule can be laid down in these matters. They require for their determination vigilance and care and patience, and not unfrequently some courage to do the right thing.

If men become stale, change diet, course of exercise, and Staleness, if possible air, by going to seaside or hills for a day or two.

Men should weigh every day at nearly the same hour, and the weights be recorded in a book kept for the purpose, and carefully inspected by the trainer. He should also be well informed about any indisposition, tendency to weakness, boils, feverishness, sleeplessness or the like, on the part of any member of the crew, who should remember the Horatian maxim—

“False shame of fools conceals their sores uncured.”

After any exercise that has induced perspiration do not stay in damp clothes, do not stand about in the cold or in a draught. As soon as possible change, and get well rubbed down with a rough towel. This is most important, as the circulation is helped thereby, and the pores of the skin are thoroughly cleansed and free to do their work. If quite cool and pulses quiet, wash rapidly and dry thoroughly, though it is not advisable to bathe. It is not necessary to Bathing. have such a horror of washing after exercise as watermen had of old. We remember an occasion on which, nigh thirty years ago, some members of a fine University crew were engaged in this operation after their row and run, when the waterman, a north countryman, happened to bring up the racing craft alongside the barge, and espying



one of the crew at his ablutions, called out in horror, "Eh, mon, what are ye doing?" "Washing, Mat," was the reply. "Washing? Ye'll kill y'rselfs!" Bathing should only be allowed in the morning, and then be limited to a plunge, a short swim, and out again.

Dress.

Men in training should as a rule wear flannel next to their skin, and take care that their boating jacket is well lined and warm. Catching cold after hard exercise should by all means be avoided and guarded against.

Mental exercise.

After the morning exercise and breakfast, and a short interval, occupy the mind with reading, and make it a rule to do what mental work you have to do to the best of your abilities. Men are apt to get stale owing to their whole mental as well as their physical energies being set on the race, and the preparation for it. This is a great mistake. Give the brain its due share of exercise, and you will row all the better for it. The mind at last gets sick and weary of the monotony of existence in training, and it most assuredly affects the body, and this often happens because men have not got self-control to apportion their time so as to give "*mens sana*" its fair share of the daily work. If they would do this conscientiously they would find themselves less excitable and less nervous as the day approached, more self-possessed, and quietly confident in having done their best for the honour of their *alma mater* or their club. Lastly, as regards sleep—men should get to bed not later than 10 to 10.30 P.M. and rise at 6.30 A.M. to 7 A.M. Some men require more sleep than others, but all should rest between those hours. In the country, where the air is good, sleep with your window open, but not so as to have a draught passing across your bed.

Going out of training.

And as you have gone into training, so in going out of training, be not precipitate. Athletics have had much laid to their charge very unjustly, owing to the folly of those, who by reason of lacking the "*mens sana*," have, after the race is over, maltreated the well-trained and "*sanum corpus*" by a sudden plunge into the vortex of unwholesome, *not to say vicious*, living.

## CHAPTER VIII.

### OTHER PASTIMES—THE VOLUNTEER SERVICE.

Archery—The rifle—Cadet corps—Volunteer corps in town—Drill halls—Standing camps in summer.

BESIDES rowing and cricket and football and bicycling, Other pastimes. there are other athletic pastimes which may be mentioned here, though space forbids us to enter at length into their description. Fencing and boxing and wrestling, which were in vogue with our fathers, are less generally practised by the youth of the present day. On the other hand we have seen the introduction of la crosse and of lawn tennis, and the revival of golf in the south. Archery as a pastime is perhaps hardly so popular as it used to be, and has in the country a redoubtable rival in lawn tennis.

It should not be forgotten that archery at one time was Archery. a part of education, and under the special protection of Acts of Parliament, by which the public schools were bound to exercise the youth in the use of the bow. The Shooting fields at Eton and the Butts at Harrow bear witness to this ancient practice.

The rifle has superseded the bow as the national weapon, The use of the rifles. and the volunteer corps at the schools in some measure, but not as yet at all adequately, fulfil the intention of the statute of Henry VIII. It is well that the three points of Persian education should not be neglected amongst us. Boys should still be taught to ride and to shoot, as well as to speak the truth. Riding is most desirable for them where there is the opportunity, and it can be afforded.

To learn the use of a rifle should be possible to all, Volunteer corps at schools. through volunteer cadet corps established in all the large schools.



schools. At some schools the volunteer corps is already an established institution, and there can be but one opinion as to its usefulness.

Volunteer  
corps in  
towns.

Standing  
camps.

If judiciously managed, drill and rifle shooting, and the other military exercises that can be introduced, such as field-engineering, bridge-building, signalling, and the like, can all be made interesting and instructive to boys and young men. Indeed, apart from the consideration of its educational effect, we think that the young men of the present generation are happy in having such an institution as the volunteer service open on them, wherein duty and pleasure, exercise and recreation, are well harmonised and combined by the patriotic spirit. In the Metropolis especially, and in most great towns, the volunteer corps give opportunities to young men for bodily exercise of the best possible kind. More, indeed, might be done in this direction, and the service made even more popular than it is, by giving frequent opportunities for physical exercise, especially in the winter time, to members of corps in drill halls specially fitted for the purpose, and in the summer much more might be achieved by the establishment of standing camps (*stativa*) for exercise easily accessible by rail, to the great benefit of the youth of large cities, and to the additional security of the country. But this of course would require help from the national funds, and can only be expected when the need is recognised, and its satisfaction demanded by strong and enlightened popular opinion.



## CHAPTER IX.

### EXERCISE FOR CHILDREN—WOMEN—PERSONS OF MATURE YEARS.

Games—Formal exercises—Walking—Exercises for girls—Dancing—Rowing—Importance of physical exercise for women—Exercise to be kept up by older persons.

THE title of our Handbook is 'Athletics; or Physical Exercise in relation to Health,' and it reminds us that, though in dealing with the question of athletics we have been led chiefly to speak of them as the pastimes of boys and young men, we should be wrong in thinking that we had dealt completely with the subject if we omitted all mention of them in relation to the remaining five-sixths of the population.

Children of both sexes are in need of physical exercise. Children's games. This they naturally supply for themselves in play. As they grow and gain strength, they need watching in their play for the prevention of tricks and habits, which, if allowed to gain upon them, produce ill results physically. They should be taught to sit up and hold themselves up, not in any constrained posture, but simply and naturally. The rounded shoulders, slouching gait, head poked forwards, toes turned in in walking, are all capable of correction when taken in time. The great danger when exercises of any formal character are required from children, is of laying too much stress upon one or other set of muscles, and for too long at a time. Formal exercises. The exercises, if any, should be of the simplest kind, and with frequent changes, and intervals of rest. Similarly Long walks long walks should be eschewed. Many of us can remember the tyranny of a walk in childhood; no loitering allowed—a

walk *there*, and as it seemed a very long way *there*, and a still longer way back again; while perhaps we were scolded for lagging behind, when exhausted nature was already dictating the change from exercise to rest, but the grim necessities paid no attention to her laws. In the country this is bad enough; but in the country there are wild flowers and objects of interest for children; whereas in London, pavement, and area railings, and shops, and then the park or the square, and then shops, and area railings, and pavement, and so back again! To each governess and nurse be addressed the invocation, "Be merciful as thou art strong in comparison with the little legs and tender growth of those whose physical exercise and recreation thou hast in custody." Let not the skipping-rope and the hoop be forgotten. For older girls and young women there is a need of physical exercise and recreation as well as for boys, but it is perhaps difficult to suggest any definite line which would combine amusement with exercise, and suit all girls alike. Dancing is excellent, and should form part of every girl's physical training. But then it is counted as a lesson, and is conducted indoors. It would be a great thing if, in the summer, dancing on the greensward were again in fashion, and graceful movement and social recreation of the kind were permitted in the light of the sun. But we fear that we have passed away from the days of such simplicity.

Dancing.

We are afraid that the young ladies of the present day as a rule sit indoors too long. Sitting up late at night, they do not care to go out or take exercise in the open air. We have nothing to say against needlework, but think that novel-reading as an indoor occupation is responsible for many weakened hearts and feeble lungs. How much better if they habitually went to bed betimes and rose early, and were accustomed to outdoor pastimes suitable to their age and strength!

Girls should run—yes, even run races together; should play lawn tennis or la crosse, and if they have the chance they should certainly learn to ride. Where there is a *river*, and there is the opportunity, girls should learn to swim



and learn to row. Rowing is an excellent pastime for them, if conducted in suitable boats with light oars or sculls. But the reflections of Father Thames, if audibly rendered, will say: "Beware, young ladies, of round backs and of crooked arms at the beginning of the stroke and of ungainly turning out of elbows at the end of the same. To row gracefully is to row well, for what is required in your case is not a very great amount of work in the water, but the graceful performance of that which is within your power." There are these, and no doubt many other games and amusements which girls and young women can engage in to the strengthening of their physical powers and to the improvement of their general health. Looking to the future this is an important question, as it cannot be said with regard to the health of the female sex, that the present habits of life leave nothing to be desired. To quote the words of a most eminent surgical authority: "Whatever arguments may be used for athletic games for men and boys, they are as applicable for women and girls, subject only to what may be deemed a reasonable selection of games. The one sex need as much as the other both the bodily and mental training which are supplied by our active sports, especially by those which are practised in the open air, and which are very imperfectly supplied by any system of drill, or any set of gymnastic exercises supposed to be scientific."

Importance of physical exercise for women.

The generations to be born, however healthy and active their fathers may have been by reason of good physical exercise and healthy training, will not be otherwise than beneficially affected by their mothers having had similar advantages in pastimes suitable to their sex. They cannot but be injured by the habits of life and of dress which induce feebleness and want of vigorous energy, and too often an unhealthy tone of mind as well as of body.

But let us not be mistaken. We do not here advocate in any way the aping of what is masculine by the other sex, but rather such reasonable enjoyment of physical exercise and recreation as for them also may educate and maintain "*mentem sanam in corpore sano.*"



Exercise to be  
kept up by  
older persons.

We have already spoken of the athletics of maturer years, and therefore would only add here that the continuance of such open-air exercise as walking, riding, and even, after the example of the Emperor Augustus, of running and jumping, as late as possible in life, is more likely to keep up the physical energy, and to defer the decay of the powers, than the giving up of these things, owing to the increasing love of ease and disinclination to active effort, which as years go on is sure to supervene. Be young as long as you possibly can. Get as much fresh air daily as you possibly can. If your occupation is sedentary, and your brain is hard-worked, recollect that muscular exertion is rest and recreation, and restoration for it and for the digestive organs upon which it is dependent for its vigour.

## CHAPTER X.

## CONCLUSION.

Not mind or body apart, but whole man—Neglected by legislation—  
 Need of open spaces—Board schools—Games—Difficulties—  
 Athletic clubs—Importance of athletics to future of race.

THERE is a very wise passage from Montaigne's 'Essays,' which in the record of the University Boat Race is prefixed to an extremely touching and interesting account of the good work done for their fellow-men by several old University oarsmen who have now gone to their rest. Among these some were men of renown, such as Selwyn and Spottiswoode; others less well known, but still noble workers for good and for God among the poor and the sick, whether as doctors, like Townsend, or as clergymen, like Jacobson. These men were athletes in education, physical and intellectual—athletes in the vigorous and conscientious performance of the duties of their calling. It would be difficult to find better specimens, better products of healthy education and training. Such men and such women would be more frequently seen amongst us if our education conformed more generally to Montaigne's dictum, "I would have," he says, "the disposition of his limbs formed at the same time with his mind. 'Tis not a soul, 'tis not a body we are training up, but a man, and we must not divide him." Are we not apt to take and act with reference to education as if the mind had a separate existence from the body?—as if the man did not consist of the reasonable soul and flesh in perfect unity? And are not grave mistakes often made in the education of the young, may we not add in legislation upon education,

Not mind or  
 body apart,  
 but the whole  
 man.

Neglected by  
legislation.

through want of recognition of this truth? It will be a matter of reflection to the future historian of the English people, when he has to treat of the educational legislation of the last forty years, that while such enormous efforts were being made and such lavish expenditure incurred for the instruction of children in the three R's, hardly a voice was raised in favour of improving the physical conditions under which this mental improvement was intended to take place, just as if the mind of the poor had been remembered, but their bodies forgotten.

Need of open  
spaces.

Of late years we seem to be awaking to the fact that open spaces and places for physical recreation are needful, but legislation has done little but that which conflicts with this need, by enabling the enclosure of spaces that used to be free, whereby commons and waste lands have been taken away from common use, and the very lungs of this overcrowded country contracted. It is only by the wisdom of wealthy corporations, such as that of the City of London, and by the munificence of individuals, that anything has been done to preserve or create spaces available for popular recreation. Burnham Beeches and Epping Forest will play a much greater part in the recreation of Londoners in time to come, when the advantage of such recreation is more fully understood. But there are many other open commons and pieces of waste land even more accessible, which might be made available for the athletics of the future, to the great benefit of the poorer classes.

There are two ways in which physical training might be brought home to the masses, to their great advantage and improvement.

Exercises at  
Board schools.

First, in regard to Board schools. A certain amount of drill and of gymnastic exercise, such as we have recommended in the case of private schools, might advantageously be introduced. And wherever it was possible, a playground, or separate playgrounds, for boys and girls, should be provided. Round these should be the running or walking paths with the distances marked, and there should *also be the place* marked for the broad jump, and a strong